

A cross-cultural comparison on the mediating influence of job crafting between calling and
creativity on satisfaction

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Abstract

The present study investigated cross-culturally the mediating influence of job crafting between calling and creativity on job and life satisfaction. Studies on antecedents and outcomes of job crafting have been done so far, but cross-cultural research is still scarce. An online survey was conducted with working professionals in Germany, India and Latin America. Translation-backtranslation method was used for translating the original English items in German and Spanish, and a pre-test was run before the final data collection. A hypothesized moderated mediation model and additional alternative models were tested using AMOS and PROCESS statistical packages. Job crafting seemed to mediate the relationship between calling and creativity on job and life satisfaction. A moderating influence of power distance could not be found, but indications of a direct negative correlation of power distance with job and life satisfaction in the overall sample. Since the sample size was quite small, the results should be considered with caution. The results imply that creative employees and employees who feel called to do their job engage more in job crafting, which in turn leads to higher job and life satisfaction. Also, power distance seems to have a negative influence on job and life satisfaction. Limitations and implications for research and practice are derived, such as organizations can support employees in crafting their job to increase satisfaction.

Keywords: Job crafting, calling, creativity, satisfaction

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Work plays an important role in people's lives (Wrzesniewski, 2003). As working professionals, employees spend most of their awake time at work. Thereby, the need and strive for having a fulfilling and healthy job seems to be important, not only for long-term health issues (e.g., strain or burnout; Bakker & Demerouti, 2006) but also for individual need satisfaction and further personal development. Resultant, in the last decades research on job crafting became more popular and articles were published (Berdicchia, Nicolli, & Masino, 2014). With job crafting, employees can redefine their job to fit their needs and make their job more satisfying and meaningful (Berg, Dutton, & Wrzesniewski, 2008; Demerouti, 2014). Job crafting seems to be an important concept not only for employees to stay motivated and engaged but also for positive organizational outcomes (Mattarelli & Tagliaventi, 2015). Job crafting is not a new but recently rising concept in the last decade (Rudolph, Katz, Lavigne, & Zacher, 2017). Nevertheless, there are unanswered questions about antecedents, moderators, outcomes of job crafting (Berg, Dutton, & Wrzesniewski, 2013), mediators and cultural differences (Gordon, Demerouti, Le Blanc, & Bipp, 2015). The present study investigated whether job crafting mediated the relationship between (1) calling and job satisfaction and life satisfaction, and between (2) creativity and job satisfaction and life satisfaction. Although in previous research, job crafting was often investigated as a mediator (e.g. Rudolph et al., 2017; Demerouti, 2014), and research proposed the mediating model which linked individual differences to well-being (Crant, 2000), yet no study examined the mediating relationship of job crafting between calling and creativity on job and life satisfaction. This is particularly important because knowing antecedents and outcomes of job crafting gives relevant insight for research and practice. Also, having the model helps testing the relationship at once instead of separately. These variables were chosen because so far,

few researches were made on calling and creativity as antecedents of job crafting. In the last ten years, more than 40 studies have been made on calling and its outcomes, but only some of them examined the relationship between calling and job crafting (Duffy & Dik, 2013). The same applies to creativity, as the majority of the literature on creativity researched it as an outcome variable, affected by contextual characteristics and personality (Shalley, Zhou, & Oldham, 2004). Another interest of this study lied in investigating whether there are cultural differences among these variables, and special importance was given to power distance as a moderator and cultural variable. Germany, India and Latin America were chosen as samples due to their different cultural contexts with Germany as a Western and low power distance and India and Latin America as non-Western and high power distance cultural environments. Another reason for choosing those samples was their feasibility and accessibility to German, Indian and Latin American working professionals. So far, the minority of studies researched the variables under investigation cross culturally (e.g., Anderson, Potočnik, & Zhou, 2014; Nouri, Erez, Lee, Liang, Bannister, & Chiu, 2015). Especially research on the moderating influence of power distance on the individual level is missing. Job crafting was first assessed cross-culturally some years ago (Gordon et al., 2015), yet in a WEIRD cultural context, and most studies on calling have been conducted in the United States and Western countries (Douglass, Duffy, & Autin, 2016; Duffy & Dik, 2013). Based on a questionnaire study with working professionals, the mediating influence of job crafting between creativity and calling on job and life satisfaction was addressed and the influence of power distance as a cultural variable was investigated. Using AMOS and PROCESS statistical package, the research questions were investigated, and implications and future research directions deduced.

Job crafting

Job crafting is a proactive bottom-up behaviour (Bindl & Parker, in press; Demerouti, 2014, Tims & Bakker, 2010; Berg et al., 2013) and refers to actions aimed at increasing fit

between the employee's views of themselves and their attributes and that of the work environment (Rudolph et al., 2017) in the context of the employee's prescribed job (Berg, Wrzesniewski, & Dutton, 2010). Job crafting is a psychological, social and physical act which is defined as "physical and cognitive changes individuals make in the task or relational boundaries of their work" (Wrzesniewski & Dutton, 2001, p.179). Through job crafting, people can redefine their job to fit their motives, strengths and passions (Berg et al., 2008) to make their work more meaningful (Berg et al., 2013; Wrzesniewski & Dutton, 2001), engaging and satisfying (Demerouti, 2014). Three different forms of job crafting can be distinguished: task crafting, cognitive crafting and relational crafting. Task crafting means changing physical or temporal boundaries of a job and altering responsibilities. A task crafter adds and drops tasks, adjusts time and effort given to tasks, emphasizes and redesigns aspects of tasks. Relational crafting means redefining relational boundaries and changing the extent of interpersonal interactions. Relational crafters build, reframe and adapt relationships with others through altering how, how long, when and with whom he or she interacts. Cognitive crafting means ascribing meaning to tasks and relationships and changing the way tasks and relationships are perceived. Cognitive crafters reframe how they see their job and invest effort to perceive and interpret their tasks differently (Wrzesniewski, LoBuglio, Dutton, & Berg, 2013; Wrzesniewski & Dutton, 2001; Berg et al., 2013). The different forms of job crafting often interact and influence each other (Berg et al., 2008; Ghitulescu, 1994).

Job crafting can also be defined based on the job demands-resources (JD-R) model which categorizes working conditions into two categories, job resources and job demands. Job demands are aspects of the job which demand physical or psychological effort and are associated with costs. Job resources are aspects of the job which stimulate growth and development, reduce demands which are useful for goal achievement (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Bakker & Demerouti, 2006). Based on the JD-R model, job

crafting is defined as a proactive behaviour in which employees change their job demands and job resources (Tims & Bakker, 2010) while increasing structural job resources, decreasing hindering job demands, increasing social job resources and increasing challenging job demands (Tims, Bakker, & Derks, 2012). With job crafting, people try to increase the job resources and decrease the job demands (Slemp & Vella-Brodrick, 2013). Changing job demands can be linked to task crafting and changing job resources can be linked to relational crafting (Demerouti, 2014). Other researchers (Lichtenthaler & Fischbach, 2016; Petrou & Demerouti, 2015) further distinguish between promotion-focused and prevention-focused crafting. This distinction is based on the regulatory focus theory which distinguishes between promotion-focused and prevention-focused motivation. Thereby, promotion focused individuals focus on advancement and growth and use approach means to achieve their goals, hopes and wishes; prevention focused individuals focus on security and safety and use avoidance means to achieve their goals, obligations and responsibilities (Higgins, 1998; Brockner & Higgins, 2001). Promotion focused job crafting can be linked to seeking resources and challenging demands, e.g. increasing structural and social job resources and increasing challenging job demands, prevention focused job crafting can be linked to decreasing hindering job demands (Lichtenthaler & Fischbach, 2016; Petrou & Demerouti, 2015; Brenninkmeijer & Hekkert-Koning, 2015). Related to this, a distinction between approach and avoidance temperament can be made. Approach temperament is linked to achieving approach goals, avoidance temperament is linked to achieving avoidance goals (Elliot, Murayama, & Pekrun, 2011). Approach temperament is positively related with seeking resources and seeking challenges, avoidance temperament is positively related with reducing demands (Bipp & Demerouti, 2015).

Job crafting and job satisfaction

Job satisfaction is the degree to which a person is satisfied or dissatisfied with (aspects of) the job (Macdonald & MacIntyre, 1997; Spector, 1997). It is an attitude and is defined as positive or negative judgments about the job (Weiss, 2002). Job satisfaction includes cognitive and affective responses to the job and refers to evaluations of the favorability of the job (Judge, Hulin, & Dalal, 2012). Job crafting is positively related to job satisfaction (e.g., Plomp, Tims, Akkermans, Khapova, Jansen, & Bakker, 2016; Cenciotti, Alessandri, & Borgogni, 2017; Ogbuanya & Chukwuedo, 2017, Ghitulescu, 1994; Kirkendall, 2013; Rudolph et al., 2017). The relationship between job crafting and job satisfaction was mainly investigated based on the definition of job crafting on the JD-R model. Recent (meta-analytical) research indicated that crafting structural and social job resources and increasing challenging job demands (Rudolph et al., 2017) and decreasing hindrance job demands (Nielsen, Antino, Sanz-Vergel, Rodríguez-Muñoz, 2017) were positively related to job satisfaction. Besides, it was found that cognitive and relational crafting was positively and significantly correlated with job satisfaction (Ghitulescu, 1994). Job satisfaction may increase through job crafting because people can redefine their job to meet their needs and increase the fit, meaning and purposefulness of their work (Tims, Bakker, & Derks, 2013; Slemp & Vella-Brodrick, 2014; Ghitulescu, 1994; Tims & Bakker, 2010).

Hypothesis 1: Job crafting will be positively related to job satisfaction.

Job crafting and life satisfaction

Life satisfaction refers to a cognitive judgmental process of the overall quality of one's own life based on own chosen criteria (Pavot & Diener, 1993; Shin & Johnson, 1977) and represents "a broad, reflective appraisal of a person's life as a whole" (Glaesmer, Grande, Braehler, & Roth, 2011, p. 127). Life satisfaction is the cognitive component of subjective well-being (SWB; Diener, Emmons, Larsen, & Griffin, 1985) which refers to people's

cognitive and affective evaluations of their lives (Diener, 2000). Until now, no research investigating the direct effect of job crafting on life satisfaction has been found. However, researchers found a positive relationship between job crafting and subjective well-being (e.g., Slemp & Vella-Brodrick, 2014; Gordon, Demerouti, Le Blanc, Bakker, Bipp, & Verhagen, 2018). Since life satisfaction is a component of subjective well-being, job crafting might also be positively related to life satisfaction. Furthermore, research has shown that proactive personality is positively related to life satisfaction (Jawahar & Liu, 2017; Maurer & Chapman, 2017) and job satisfaction (Li, Liang, & Crant, 2010). Also, job satisfaction and life satisfaction are positively correlated (Tait, Padgett, & Baldwin, 1989; Judge & Watanabe, 1993; Unanue, Gómez, Cortez, Oyanedel, & Mendiburo-Seguel, 2017; Heller, Judge, & Watson, 2002; Gurková, Haroková, Džuka, & Žiaková, 2012). Thereby, one domain spills over onto the other, which means that employees who are (un)satisfied with their life will also be (un)satisfied in their job, and vice versa (Judge & Watanabe, 1994). Job crafting might be related to life satisfaction because of the existing positive relationship between proactive personality and job crafting (Plomp et al., 2016; Bakker, Tims & Derks, 2012) and job satisfaction and life satisfaction.

Hypothesis 2: Job crafting will be positively related to life satisfaction.

Calling

Calling is an important construct within popular culture, e.g., books, job search platforms, TV shows, and was given attention mostly by theologians and philosophers in the past. Since 2007, social science research dedicated itself to the concept and disciplines in psychology, organizational behavior and management started examining its relationship to work and well-being. Calling is seen as a psychological variable by most scholars and can be incorporated into broader career theories (Duffy & Dik, 2013). Calling can be differentiated from related constructs such as flow (Csikszentmihalyi, 1990), work engagement (Kahn,

1990), job involvement (Kanungo, 1982), meaningful work (Rosso, Dekas, & Wrzesniewski, 2010), prosocial work behaviors (Grant, 2007) or self-actualization (Maslow, 1943).

Compared to calling, job involvement does not include the meaning-making and pro-social aspects of calling (Dik & Duffy, 2009), and compared to flow and engagement, calling is a stable and long-term construct (Elangovan, Pinder, & McLean, 2010). Compared to meaningful work and prosocial work behaviors, calling combines having a purpose, prosocial motivation and external summons (Duffy & Dik, 2013). Self-actualization is assumed to include seeking status and esteem (Krems, Kenrick, & Neel, 2017), whereas this is not the most prevalent driver for people searching a calling. Calling seems to be a relevant construct in regard to work outcomes since studies found relationships between calling and organizational identification, lower turnover intentions (Cardador, Dane, & Pratt, 2011), academic satisfaction (Duffy, Allan, & Dik, 2011) and career commitment (Duffy, Bott, Allan, Torrey, & Dik 2012). So far, no consensus exists on how to conceptualize calling (Park, Sohn, & Ha, 2016; Hall & Chandler, 2005). There are different perspectives to look at calling: a religious view (being called by God), a secular view (calling arises within the individual) and whether or not callings are related to an occupation (Hall & Chandler, 2005; Elangovan et al., 2010). Definitions often include a sense of meaningfulness and purpose of the career, a prosocial orientation and an action orientation which comes from within the person (Duffy & Sedlacek, 2007; Elangovan et al., 2010; Hirschi, 2011). Calling can be defined as “an approach to work that reflects the belief that one's career is a central part of a broader sense of purpose and meaning in life and is used to help others or advance the greater good in some fashion” (Duffy & Dik, 2013, p. 429). It is the highest level of subjective career success and derives from an internal motivation for satisfaction and fulfillment but is not driven by instrumental goal-seeking (Hall & Chandler, 2005). Having a calling means pursuing one's job in a way to experience purpose and meaningfulness (Dik & Duffy, 2009)

and to feel a passion towards one's work (Dobrow & Tost-Kharas, 2011), as well as to have the feeling that the world becomes a better place through work (Wrzesniewski, 2003). The construct of calling is not a very recent one. It goes back to Luther and the protestant work ethic (PWE), where the sense of calling had religious reasons: having a calling meant having a mission or destiny where one found one's place in life while serving greater ends with one's occupation (Elangovan et al., 2010). PWE as a cultural dimension (Weber, 1904, as cited in Giorgi & Marsh, 1990) was mainly investigated in Western countries (Furnham & Muhiudeen, 1994; Ramírez, Levy, Velilla, & Hughes, 2010), but its belief is present across many cultures (Ramírez et al., 2010). It implies that the individual is accountable to God, which results in hard work, careful use of time, reinvestment, honesty and wealth (Jones, 1997). A modern interpretation sees calling arise through one's belief to do the right thing (Elangovan et al., 2010) and to work out of a sense of inner direction and personal fulfilment while serving individual or community purposes (Hall & Chandler, 2005). A calling can be related to occupation, but it does not have to necessarily (Elangovan et al., 2010).

Not a lot of research on the relationship between calling and job crafting is existent so far, and the reasons why calling and job crafting are linked are diverse. Theory proposes that people who feel called are motivated to proactively contemplate their career (Hirschi & Herrmann, 2013) and adapt their jobs to personal characteristics and desires (Esteves & Lopes, 2017) to establish purpose and meaning (Dik, Duffy, Allan, O'Donnell, Shim, & Steger, 2015). It has been shown that a sense of calling was related to proactive work behaviour, e.g., career engagement (Hirschi, 2011). Besides, Berg et al. (2010) propose that individuals craft their jobs in response to having unanswered occupational callings. Also, Wrzesniewski (2003) suggested that a calling orientation can be realized by crafting the job (e.g. changing task and relational boundaries) because the individual views his/her job as if it contributes to the world. Although one study showed, that a calling orientation did not lead to

job crafting (Leana, Appelbaum, & Shevchuk, 2009), the above-mentioned literature suggests that a relationship between calling and job crafting exists.

Hypothesis 3a: Calling will be positively related to job crafting

Studies have shown positive relationships between calling and job satisfaction (Douglass et al., 2016; Dobrow & Tosti-Kharas, 2011; Wrzesniewski, McCauley, Rozin, & Schwartz, 1997, Duffy, Allan, & Dik, 2011; Duffy, Bott, Allan, Torrey, & Dik, 2012; Duffy, Dik, & Steger, 2011) and life satisfaction (Wrzesniewski et al., 1997; Douglass et al., 2016; Duffy, Allan, Autin, & Bott, 2013; Duffy & Sedlacek, 2010). Following up previous research on the mediating role of job crafting (e.g. Rudolph et al., 2017; Demerouti, 2014), job crafting is assumed to mediate the relationship between calling and job and life satisfaction.

Hypothesis 3b: Job crafting will mediate the relationship between calling and job satisfaction.

Hypothesis 3c: Job crafting will mediate the relationship between calling and life satisfaction.

Creativity

Creativity is defined as the “production of novel and useful ideas by an individual or small group of individuals working together” (Amabile, 1988, p. 126) or as “the ability to produce work that is both novel (i.e., original, unexpected) and appropriate (i.e., useful, adaptive concerning task constraints)” (Sternberg & Lubart, 1999, p. 3). Creativity also refers to the product and process of solving problems and is an extra-role behaviour in which the person engages in task-related behaviours beyond a required or expected level (Demerouti, Bakker, & Gevers, 2015). There are two components which underlie creativity (Mihelic & Aleksic, 2017): divergent thinking which means developing new ideas (Guilford, 1968, as cited in Mihelic & Aleksic, 2017) and cognitive flexibility which is the ability to spontaneously restructure knowledge (Spiro & Jehng, 1990). Creativity can be distinguished

in dispositional characteristics (e.g., personality), intellectual skills and knowledge and behavior (Simonton, 2000; Sternberg, 2006; Binnewies, Ohly, & Sonnentag, 2007). Taking up, DiLiello and Houghton (2008) distinguished between creative potential, practiced creativity and perceived organizational support for creativity. This distinction was also used in this study to assess creativity. Thereby, creativity was assessed with measures concerning the perception of having the skills, conducting the behavior itself and whether creativity is supported by the environment. Creative potential can be defined as the creative skills and abilities of the individual (DiLiello & Houghton, 2006). Practised creativity refers to perceived opportunities to use creative skills and abilities on the job (DiLiello & Houghton, 2006) and is measured by achievements (DiLiello & Houghton, 2008). For creativity to appear, the organization needs to support creativity (Reiter-Palmon & Illies, 2004; George & Zhou, 2001) or facilitate a climate which supports creativity (DiLiello & Houghton, 2006). Thereby, the development of novel and useful ideas can be valuable for organizations (Shalley et al., 2004). In contrast, restrictive organizational circumstances inhibit creativity (Kimberley & Evanisko, 1981; Arad, Hanson, & Schneider, 1997). Researchers mostly investigated creativity as a dependent variable, affected by personality and contextual characteristics (Shalley et al., 2004). Possible outcomes of creativity are e.g., firm innovativeness (Çekmecelioglu & Günse, 2013) and career satisfaction (Kim, Hon, & Crant, 2009). Direct and indirect relationships between job crafting and creativity (Demerouti et al., 2015; Mihelic & Aleksic, 2017), between proactive behaviour and creativity (Gong, Cheung, Wang, & Huang, 2012; Joo, Yang, & McLean, 2014) and between personal initiative and creativity (Binnewies et al., 2007) were discovered. Since job crafting is a creative process (Wrzesniewski & Dutton, 2001) and an extra-role behaviour (Demerouti et al., 2015) which involves making novel changes to the tasks and environment of the job (Sternberg & Lubart, 1999; Laurence, 2010), Laurence (2010) suggested that creative people engage in job crafting

because they are good at recognizing opportunities for job crafting and accomplishing the crafting (Laurence, 2010). Taking up, relationships between creative performance and job crafting (Laurence, 2010) and an innovative team climate and job crafting (Mäkikangas, Bakker, & Schaufeli, 2017) were found.

Hypothesis 4a: Creativity will be positively related to job crafting.

Positive relationships between creativity and job satisfaction (Gallivan, 2003; Tongchaiprasit & Ariyabuddhiphongs, 2016), subjective well-being (Tamannaefar & Motaghedifard, 2014) and life satisfaction (Goff, 1993) were found. Again, job crafting is assumed to mediate the relationship between creativity and job and life satisfaction

Hypothesis 4b: Job crafting will mediate the relationship between creativity and job satisfaction.

Hypothesis 4c: Job crafting will mediate the relationship between creativity and life satisfaction.

Power distance

Culture can be defined as “the collective programming of the mind that distinguishes the members of one group or category of people from others” (Hofstede, 2011, p. 3) or as a “pattern of basic assumptions - invented, discovered, or developed by a given group as it learns to cope with its problems of external adaption and internal integration” (Schein, 1985). Culture can be conceptualized at the individual and national level (Van de Vijver, Van Hemert, & Poortinga, 2008). However, most cross-cultural studies used Hofstede’s approach of culture which only captured the national level (Minkov, 2017; Sharma, 2010). This is problematic since Hofstede’s approach is seen to be only applicable for the explanation of patterns when it comes to nations (Minkov, 2017). National-level cultural dimensions differ from individual cultural values. They may not represent the diverse cultural orientations of the population because the people may have different cultural characteristics (Bond, 2002;

Oyserman, Coon, & Kemmelmeier, 2002). Hence, Sharma (2010) casted doubt about the validity of using national scores as a measure of personal cultural orientations. For this reason, in the present study national and individual indicators of power distance were used and combined in one score. Culture as a multi-level approach is characterized by a hierarchical structure in which cultural representations at the individual level are nested within the organisation. In turn, the organizational representations are nested in the national culture. Thereby, through top-down-bottom-up processes, the individual internalises the meaning system of the society but also influences the societal culture (Erez & Gati, 2004). One plausible dimension with which culture can be described is power distance. Power distance is defined as the “extent to which the less powerful members of organizations and institutions accept and expect that power is distributed unequally” (Hofstede, 2011, p. 9). Inequality is existent in every culture, but the degree to which it is tolerated varies (Arrindell et al., 1997). Power distance can exist on the individual, national and organizational level and can vary from small to large (Yetim & Yetim, 2006). High power distance cultures value respect and deference to people with higher status (Basabe, Paez, Valencia, Gonzalez, Rimé, & Diener, 2002) and accept unequal distribution of power (Yuan & Zhou, 2015). Low power distance cultures value equal social relationships (Yuan & Zhou, 2015). An organization with a large power distance is hierarchical and decisions are made at the top management. In contrast an organization with small power distance is egalitarian and decisions are made through consultations (Yetim & Yetim, 2006). Differences in work-related behaviour occur due to cultural differences in value systems and interpretations (Fay & Sonnentag, 2010). Research has shown that power distance is negatively correlated with proactive behaviour (Claes & Ruiz-Quintanilla, 1998) and employee voice behaviour (Botero & Van Dyne, 2009). Thereby, a high-power distance environment hindered employees’ proactivity (Aycañ, Kanungo, Mendonca, Yu, Deller, Stahl, & Kurshid, 2000). Not a lot of researchers

investigated so far how culture influences calling. There is existing theoretical and empirical research about the influence of collectivism on calling (e.g., Dik & Duffy, 2009). One study found that people in India perceived and lived calling more than people in the United States and explained this with the salience of collectivism in India and the view of work as an obligation in the United States. However, the relationship between calling and life satisfaction was stronger in the United States. This was explained by the higher importance of work to the American identity and the greater vocational barriers and contextual factors in India (Douglass et al., 2016). Power distance is highly correlated with Hofstede's individualism-collectivism dimension (Bond, 2002). It is a subfacet of individualism-collectivism and not independent from it because it reflects different treatment based on one's position in society (Minkov, 2017). Therefore, it is assumed that a high-power distance will have the same influence as collectivism and leads to people having more callings.

Hypothesis 5a: Power distance will moderate the relationship between calling and job crafting, so that the relationship will be stronger when the level of power distance is high.

Cultural values influence if and how creativity is cultivated in different countries (Rank, Pace, & Frese, 2004). For operationalizing culture, Hofstede's dimension of power distance was mainly used in the studies presented below, indicating that power distance was measured at a national level. Erez and Nouri (2010) suggested that high power distance may restrain individuals from generating novel ideas because followers are not socialized to think independently and are likely to conform to the existing rules. They focus on the appropriateness and usefulness of their ideas and elaborate on them, and do not feel free to express their ideas. In contrast, low power distance led members to express more unique ideas (Huang, Van de Vliert, & Van der Vegt, 2005). Thus, researchers suggested that low power distance may relate positively to creativity and innovation (Yuan & Zhou, 2015; Westwood & Low, 2003; Rank et al., 2004; Jones & Davis, 2000).

Hypothesis 5b: Power distance will moderate the relationship between creativity and job crafting, so that the relationship will be stronger when the level of power distance is low.

The moderating and mediating effect of power distance on job satisfaction was investigated so far (e.g., Kirkman & Shapiro, 2001). It was shown to lower the relationship between e.g., empowerment, participation, autonomy and intrinsic job characteristics on job satisfaction in high power distance cultures compared to low power distance cultures (Robert, Probst, Martocchio, Drasgow, & Lawler, 2000; Fock, Hui, Au & Bond, 2013; Rafiei & Pourreza, 2013; Hauff & Richter, 2015; Huang & Van de Vliert, 2003). Furthermore, a high-power distance environment hampered the relationship between voice and satisfaction (Brockner & Higgins, 2001). Also, the level of job satisfaction has been shown to be higher in a low power distance culture than in a high-power distance culture (Lok & Crawford, 2003). Thereby, power distance was mainly operationalized at a national level (e.g., Huang & Van de Vliert, 2003).

Hypothesis 5c: Power distance will moderate the relationship between job crafting and job satisfaction; the relationship will be stronger when the level of power distance is low.

Researchers suggested and found that higher power distance was negatively correlated with subjective well-being (Arrindell et al., 1997; Triandis, 2000). Based on the spillover hypothesis (Judge & Watanabe, 1994), situational explanation or dispositional approach (Heller, Judge, & Watson, 2002), job satisfaction and life satisfaction are positively correlated (Tait et al., 1989; Judge & Watanabe, 1993; Unanue et al., 2017; Gurková et al., 2012). Therefore, it is expected that power distance will have a similar effect on life satisfaction.

Hypothesis 5d: Power distance will moderate the relationship between job crafting and life satisfaction; the relationship will be stronger when the level of power distance is low.

All variables and their relationships can be seen in Figure 1.

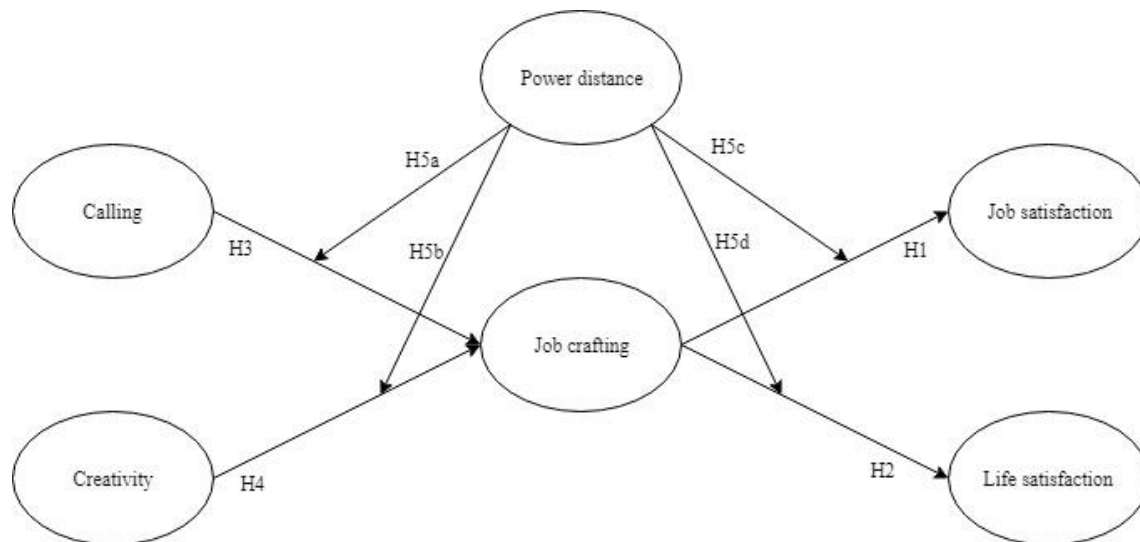


Figure 1. Hypothesized model.

Alternative models

The main interest of this study lied in investigating the effects of calling and creativity on satisfaction, mediated by job crafting. In most theories job satisfaction is seen as the outcome of job characteristics (Loher, Noe, Moeller, & Fitzgerald, 1985) and proactive behavior (e.g., Li, Liang, & Crant, 2010; Hakanen, Peters, & Schaufeli, 2017; Ogbuanya & Chukwuedo, 2017; Plomp et al., 2016). Thus, the hypothesized model seems to be the most likely model for this study. Nevertheless, other theoretical assumptions are existent, leading to the following two alternative models.

Alternative model 1. Based on the Broaden-and-Build Theory of Positive Emotions, positive emotions broaden people's momentary thought-action repertoires, which in turn helps building physical, intellectual and social resources (Fredrickson, 1998; Fredrickson, 2001). Thereby, thoughts and actions will be expanded (Fredrickson, 1998). Furthermore, positive emotions facilitate approach behaviour (Cacioppo, Gardner, & Berntson, 1999), active behaviour, individual growth and social connection (Fredrickson, 2001). As job crafting is a proactive behaviour in which employees try to increase their structural and social job resources; and job and life satisfaction imply feeling positively about one's job or life, a

positive relationship between job and life satisfaction and job crafting can be assumed.

However, one study found that job satisfaction was not related to job crafting (Hakanen et al., 2017) because employees who are satisfied may not feel motivated to craft their jobs. Since job crafting is a way to adapt the work environment so that pursuing a calling can occur (Dik, Duffy, Allan, O'Donnell, Shim, & Steger, 2015), Esteves and Lopes (2017) suggested that job crafting exposes employees to interesting tasks which in turn can provoke that they discover a calling. They found that job crafting is positively related to calling. Furthermore, job crafting was shown to lead to creativity (e.g., Demerouti et al., 2015; Mihelic & Aleksic, 2017). The above-mentioned relationships lead to the following alternative model 1 which can be found in Figure 2 in Appendix A.

Alternative model 2. The moderating influence of power distance as a cultural variable measured at the individual level has not been investigated exhaustively, especially on the variables under investigation. Most research focused on the conceptualization of power distance at a national level and proposed or found an effect on creativity, calling and job satisfaction. Due to the operationalization of power distance in this study, there might be the possibility that it will not have a moderating influence for the following two reasons. First, this study combined measuring power distance at a national and individual level. Second, power distance might be assessed with a different scale since it is a subfacet of individualism (Minkov, 2017). These assumptions lead to the following alternative model 2 which can be found in Figure 3 in Appendix A.

Method

Research design

This study is part of a bigger project in which data from India, Germany and Latin America was collected. The aim of the project was to compare the relationships of calling, creativity, novelty seeking and openness to experience on job satisfaction and life

satisfaction, mediated by job crafting and moderated by power distance. The study used a cross-cultural between-subjects design. The present thesis focused on (1) the relationship between calling and job satisfaction and life satisfaction which is hypothesized to be mediated by job crafting and moderated by power distance, and (2) on the relationship between creativity and job satisfaction and life satisfaction which is hypothesized to be mediated by job crafting and moderated by power distance. In this thesis, an empirical survey was conducted with working professionals in Germany and Latin America. In collaboration with another researcher, an empirical survey was conducted with working professionals in India.

Materials

Job crafting. Job crafting was divided into task, relational and cognitive crafting. Another division was made into approach and avoidance orientation of job crafting. Job crafting was assessed with 21 items. The items were divided into task, relational and cognitive crafting, as well as into approach and avoidance job crafting. The approach aspect of job crafting was measured with 15 items which were taken from the *Job Crafting Questionnaire* (Slemp & Vella-Brodrick, 2013; Slemp & Vella-Brodrick, 2014). This scale has three subscales, namely task crafting, cognitive crafting and relational crafting. Cronbach's alphas for its subscales were .87, .89 and .83 respectively, and for the whole scale .91 in the Australian context (Slem & Vella-Brodrick, 2013). The avoidance aspect of job crafting was measured with six items. Two items for avoidance relational crafting were taken from the *Job Crafting Scale* and its subscale decreasing hindering job demands (Tims et al., 2012), two items for avoidance cognitive crafting were invented by the researchers themselves, two items for the avoidance task crafting were adapted and modified from Slemp and Vella-Brodrick (2013). Responses were made on a six-point scale ranging from "1=hardly ever" to "6=very often". Example items were "I introduce new approaches to

improve my work.”, “I think about how my job gives my life purpose.” and “I manage my work so that I try to minimize contact with people whose problems affect me emotionally”. Only the *Job Crafting Scale* was validated in a German context (Lichtenthaler & Fischbach, 2016) and a Spanish context (Nielsen et al., 2017; Bakker, Ficapal-Cusí, Torrent-Sellens, Boada-Grau, & Hontangas-Beltrán, 2018). 21 items were used to assess job crafting because a distinction between task, relational and cognitive crafting as well as between the approach and avoidance aspect of job crafting could have been made.

Calling. Calling was assessed with the *Multidimensional Calling Measure* (MCM) (Hagmaier & Abele, 2012). It has three subscales “Identification and Person-Environment-Fit”, “Sense and Meaning and Value-Driven Behavior” and “Transcendent Guiding Force”. Each of the subscales consists of three items. Example items were “I am passionate about doing my job.”, “I follow an inner call that guides me on my career path.” and “By doing my job I serve the common good”. Responses were made on a 6-point scale ranging from “1=strongly disagree” to “6=strongly agree”. The Multidimensional Calling Measure was translated into English and validated in an American context. Cronbach’s alphas of the subscales were .88, .85 and .84 for the German context, and .88, .85 and .83 for the American context respectively (Hagmaier & Abele, 2012). This scale was used because it sees and measures calling as a multifaceted construct. Furthermore, it has its focus on work and is not only developed for a specific population of workers (Hagmaier & Abele, 2012).

Creativity. Creativity was assessed with the 17-item *Creative Potential and Practised Creativity* scale (DiLiello & Houghton, 2008). It has the three subscales “Creative Potential”, “Practised Creativity” and “Perceived Organizational Support”. Example items were “I have confidence in my ability to solve problems creatively”, “I am invited to submit ideas for improvements in the workplace” and “People are recognized for creative work in this organization”. Responses were made on a five-point scale ranging from “1=strongly

disagree” to “5=strongly agree”. The *Creative Potential and Practised Creativity* scale was translated into Spanish and validated in a Spanish context (Boada-Grau, Sánchez-García, Prizmic-Kuzmica, & Vigil-Colet, 2014). Cronbach’s alphas of the subscales were .84, .84, .94 in the American sample (DiLiello & Houghton, 2008) and .82, .80 and .90 in the Spanish sample respectively (Boada-Grau et al., 2014). This scale was used because it assesses three different parts of creativity which are important for the creative output: the individual possesses creative skills, has opportunities to use them and his/her creativity is supported by the organization, supervisor or work group (DiLiello & Houghton, 2006).

Job satisfaction. Job satisfaction was measured with five items utilized by Judge, Bono and Locke (2000) which were adapted from Brayfield and Rothe (1951). Example items were “I feel fairly satisfied with my present job” and “I feel real enjoyment in my work”. Responses were made on a 7-point scale ranging from “1=strongly disagree” to “7=strongly agree”. The scale has shown a reliability of $\alpha = .87$ in an American sample (Ghitulescu, 1994). It was used because it is a short scale which measures overall job satisfaction.

Life satisfaction. Life satisfaction was assessed with the *Satisfaction With Life Scale* (SWLS) (Diener et al., 1985). Example items were “In most ways my life is close to my ideal.” and “The conditions of my life are excellent.”. Responses were made on a 7-point scale ranging from “1=strongly disagree” to “7=strongly agree”. This five-item scale measures global judgments of satisfaction with one’s life (Diener, 2009). It was used because it is a well-established multi-item scale which has been used in different countries (Oishi, Diener, Lucas, & Suh, 1999; Wang, Hu, & Xu, 2017) and translated into several languages (Diener, 2009). It had a reliability of $\alpha = .87$ in an American sample (Diener et al., 1985). The scale was translated and validated in German and Spanish. The German version of the SWLS scale had a reliability of $\alpha = .92$ (Glaesmer et al., 2011). The Spanish version of the SWLS

scale showed a reliability of $\alpha = .74$ in a Mexican sample (López-Ortega, Torres-Castro, & Rosas-Carrasco, 2016) and $\alpha = .88$ in a Spanish sample (Vázquez, Duque, & Hervás, 2013).

Power distance. Power distance was divided into individual and normative power distance. It was assessed with 16 items. Individual power distance was assessed with eight items taken from the *Personal Cultural Orientations Scale* (Sharma, 2010). Thereof, four items were taken from the subscale *Power (POW)* and the subscale *Social Inequality (IEQ)* each. The reliability of all subscales ranged from $\alpha = .72$ to $\alpha = .85$ (Sharma, 2010). The scale was validated in UK, Hong Kong, USA, China and India (Sharma, 2010). For assessing normative power distance, the eight items were adapted and rewritten by changing the referent from “I” to “most people in my society”. The adaptation was in line with Fischer et al. (2009) who used this approach to assess individualism and collectivism as descriptive norms. Responses were made on a 7-point Likert scale ranging from “1=strongly disagree” to “7=strongly agree”. Example items were “I easily conform to the wishes of someone in a higher position than mine.” and “Most people in my society find it hard to disagree with authority figures”. This scale was chosen because compared to other scales it includes besides the aspect of power also the aspect of inequality and assesses the cultural dimensions multi-dimensionally at the individual level (Sharma, 2010). Furthermore, it is an alternative to Hofstede’s measures for individual cultural orientations which showed difficulties and limitations (Yoo, Donthu, & Lenartowicz, 2011).

Additional variables. As this study is part of a bigger project, another two variables were assessed in the survey. Openness to experience was assessed with the *Ten-Item Personality Inventory* (TIPI) (Gosling, Rentfrow, & Swann Jr., 2003). Responses were made on a 7-point Likert scale ranging from “1=strongly disagree” to “7=strongly agree”. Example items were “Open to new experiences, complex” and “Conventional, uncreative”. The TIPI was translated into Spanish and German and validated in the Spanish (Renau, Oberst,

Gosling, Rusiñol, & Chamarro, 2013) and German context. Novelty seeking was assessed with the *Desire for Novelty Scale* (Pearson, 1970). Example items were “I wish something new and exciting would happen.” and “I feel that life is boring.”. Responses were made by indicating “Like me” or “Unlike me”. The ten-item scale had a reliability of $\alpha = .76$ in an American sample (Pearson, 1970).

Sample size

The measurement model consists of 34 parameters (see Figure 4, Appendix A). Since the recommended sample size is 10 times higher than the number of estimated parameters (Tabachnik & Fidell, 2012; Schreiber, Nora, Stage, Barlow, & King, 2006), the estimated sample size was 340 participants per country for this study. The 10:1 ratio also applies for multi-group comparisons; it should not be less than 5:1 (Kline, 2005).

Procedure

Since the working language for employees in Germany and Latin America is German and Spanish, the original scales were translated. In doing so, comprehension problems could be minimized and a higher accessibility to emotions and thoughts guaranteed (Lindquist, MacCormack, & Shablack, 2015). English items were used for the Indian sample because along with Hindi, English is an official language in India according to the constitution. Also, people who have received higher education have done it in English, thus education achievement is directly related to English fluency (Azam, Chin, & Prakash, 2013). Besides, the population who speak English as an education and work language was more accessible.

German translations. The translation-back translation procedure (Hambleton, Merenda, & Spielberger, 2005) was used for the German translation of the original English items. The researcher of this study and another researcher of the project translated all above-mentioned questionnaires – except the *Multidimensional Calling Measure* (Hagmaier & Abele, 2012), the *Ten-Item Personality Inventory* (Gosling et al., 2003) and the *Satisfaction*

With Life Scale (Diener et al., 1985) for which a translation and cultural validation already existed – into German and back-translated them into English. Furthermore, they translated and back-translated the items for the socio-demographic data, the general introduction of the study, the instructions of the items, the debriefing and the explanations of the lottery.

Differences in the translation and back-translation were discussed and solved by the two researchers. Differences mostly arose because of the use of different words or synonyms, different sentence structure or the addition and omission of words. The translations and backtranslations of all scales can be found in Tables G1 to G5 in Appendix G. Additionally, the researcher of this study discussed the final translations and back-translations with a third person who had reviewed the final version. Both revised the whole survey for understanding, meaning, grammar structure and spelling.

Spanish translations. The translation-back translation method (Hambleton et al., 2005) was used for the Spanish translation of the items. For the cultural adaptation, the guidelines of Muñiz and Bartram (2007) were used. The German version of the *Multidimensional Calling Measure* (Hagmaier & Abele, 2012) was translated into Spanish by a Nicaraguan who is fluent in German and back-translated into German by a bilingual German-Spanish. For the *Ten-Item Personality Inventory* (Gosling et al., 2003), the *Creative Potential and Practised Creativity* scale (DiLiello & Houghton, 2008) and the *Satisfaction With Life Scale* (Diener et al., 1985) a translation already existed. However, the TIPI and the creativity scale were only validated in a Spanish, the SWLS in a Spanish and Mexican sample. Validation for a Latin American context was not shown yet. The other above-mentioned questionnaires were translated into Spanish by a Colombian who is fluent in English and back-translated into English by a bilingual Colombian-American. The socio-demographic data, the general introduction of the study, the instructions of the questionnaires, the debriefing and the explanations of the lottery were translated and

backtranslated into Spanish by Colombians who were fluent in English. The researcher of this study established contact to all translators and back-translators and asked them to collaborate. The translations and back-translations were compared by the researcher of this study and discussed with the translators. Thereby, importance was not given on a literal translation of the items but that they are understandable in the other cultural context and the meaning was similar. Understandability and meaning was checked during discussions with the translators, e.g. researcher and translator discussed how they understood the items with regard to their culture. Discrepancies mostly arose due to the use of different words or sentence structures and due to idiomatic, linguistic and contextual differences of the language and respective culture (Borsa, Damásio, Bandeira, 2012). The translations and backtranslations of all scales can be found in Tables F1 to F5 in Appendix F.

Test adaptation. Test adaptation includes seven steps: translation, synthesis of the translations, expert evaluation of the synthesis, instrument evaluation of target population, back translation, pilot study, factor analyses (Borsa et al., 2012). The translators should be proficient in both languages and familiar with the cultures and should avoid literal translations but include cultural and contextual information. The researcher then compares the translations for e.g. semantic, linguistic and contextual differences. Afterwards, an expert assesses the structure, layout, adequacy of expressions and cultural suitability and the target population investigates whether the instrument is understandable and appropriate. Following, at least two other translators perform the backtranslation of the synthesized and revised instrument in order to identify inconsistencies, and pilot studies will be conducted with people from the target population with a focus on understandability and appropriateness of items (Borsa et al., 2012). The steps were only partly used in this study for adapting the questionnaires.

Ethical approval. The study received ethical approval from the Ethics Review Board of Tilburg School of Social and Behavioral Sciences (code: EC-2017.EX99t). Ethical approval was given for The Netherlands. However, since the ethical approval for The Netherlands is more restrictive than elsewhere, ethical approval can also be considered for the other contexts.

Pre-test. A cognitive pre-test was run before the data collection started. The pre-test was used to assess the face validity of the items and the duration of the three surveys. Furthermore, it was used to assess difficulties and problems with the comprehension of the items, which could be related to the translation and the cultural adaptation. In total, 15 participants were approached by the three researchers and received the online link for the surveys. They were asked to fill it in and take notes if they encountered difficulties with the instructions, items and response formats. Furthermore, they were encouraged to comment and make suggestions for improvement. The researchers discussed the pre-test with the participants in person. For the Spanish survey, five native Spanish speakers were asked by the researcher of this study to participate in the pre-test. All of them were working professionals. Among them, one was Mexican, one was Peruvian and three were Nicaraguans. All found the survey understandable and did not face problems with the items. However, they remarked the length of the survey and discovered some spelling errors. Five Germans were recruited for the German pre-test by the researcher of this study in collaboration with another researcher. They were students and working professionals. They discovered some spelling and tense errors and faced difficulties with few items. Another researcher recruited five Indians for the English pre-tests who also remarked the length of the survey. Across all pre-tests, participants remarked that the survey was too long, and it took too much time for filling it in. On average, 20 minutes were needed to complete the questionnaire. All in all, the participants found the survey understandable and did not face serious problems with the instructions, the items, the

introduction and the debriefing. Some participants found the different response formats problematic; however, other participants welcomed the change in the response format because it helped them to stay attentive and avoid boredom. After all pre-tests were filled in and reviewed, the researchers improved collaboratively the parts where the participants faced problems. The items which were difficult to understand were adapted and spelling and tense errors were corrected. The three researchers of this project decided to maintain the different response formats of the scales to be able to test the original version of the questionnaires in the different cultural context and test for its validity and factor structure. The reason behind it was that some scales have not been used in some of those cultural contexts so far.

Data collection. Participants for this project were approached from different cultural contexts, namely Germany, India and Latin America. These societies were chosen because of the reachability and feasibility of the data collection. The data collection took place between the 24th of April and the 31st of May 2018. For the data collection, three Qualtrics online surveys were created for the three different samples and the links were distributed.

Participants were collected in Latin America by the researcher of this study in collaboration with the supervisor of the Master thesis. Participants in Germany were collected by the researcher of this study in collaboration with another researcher. A third researcher collected participants in India. For Latin America and India, participant recruitment took place via social media (e.g., Facebook, e-mail), for Germany participants were also asked face-to-face. Subjects were contacted directly and asked for collaboration if they were acquaintances of the researchers, or the link was posted in research forums and groups. The snowball sampling technique was used in which the researchers and the participants distributed the link to collect further participants. As soon as the participants opened the link, they were informed about the purpose of the study, the approximate time for completing the survey, the benefits, risks and the confidentiality policy. Furthermore, the participants of the German and English survey

were informed about the option to participate in a raffle after completing the survey where they could win one of 19 Amazon vouchers, divided into 7 x 10€, 6 x 15€ and 6 x 20€. The participants of the Spanish survey were informed that they could win one of six PayPal vouchers worth 20€. After agreeing to participate in the study, various socio-demographic data was collected, e.g., age, gender, job title, tenure, rank, nationality, socio economic status, country of residence and number of siblings. Then the participants filled in the items for the variables under investigation. To avoid missing data, a forced-response format was used. At the end, the participants were thanked, debriefed and given the opportunity to participate in the raffle. Therefore, three separate surveys were created to guarantee the anonymity of the data. To control response-order effects (Krosnick & Alwin, 1987) randomization of the items and variables under investigation was used. The English, German and Spanish questionnaires can be found in Appendices C, D and E respectively.

Data preparation

Several changes were made to the raw data sets for each sample in order to use it for subsequent analyses. Entries which were not relevant for a specific demographic question were removed (e.g., names, phone numbers), month specifications were calculated into years. Responses in progress which were not completed until 84% were deleted because they included missing values. Before starting with the analyses, the variables were recoded and renamed and the data sets were merged and grouped.

Results

Descriptive statistics

Participants. The total amount of data collected was $N = 498$, with $N = 166$ participants in India, $N = 217$ in Germany and $N = 115$ in Latin America. After the deletion of responses in progress ($N = 169$), the total sample size consisted of $N = 329$ working professionals. This corresponded to 32.25% of the desired sample size. Participants were

asked to indicate their nationality, country of residence, gender, age, the amount of years spent in formal education (starting from primary school to the highest degree obtained), number of siblings, the perceived rank of their job within the organisation (on a scale ranging from 0 to 100, with 100 being the highest), the tenure and the socio economic status (SES) with lower class, lower middle class, middle class, upper middle class and upper class as possible selection options. The means and standard deviations of the demographic variables can be found in Table 5 in Appendix A. The grouping of the participants was done based on the subject's nationalities and countries of residence. Only if both nationality and country of residence was the same, the participants were assigned to the specific group. $N = 88$ cases were assigned to India because they indicated having the Indian nationality and living in India, $N = 142$ to Germany and $N = 71$ to Latin America. $N = 28$ cases were categorized as "other" because they belonged to either other nationalities or countries of residence.

Correlations. The correlations between the means of all scales can be found in Table 6 in Appendix A. The correlation between the individual power distance subscale and the normative power distance subscale was small ($r = .12, p < .05$). Correlations between the subscales of the creativity, calling and job crafting scale can be found in Tables 7, 8 and 9 in Appendix A respectively.

Reliabilities

Cronbach's alpha as an index for scale reliability was calculated for each scale and subscale for the whole sample, India, Germany and Latin America. Cronbach's alphas for the overall life satisfaction scale, the overall job satisfaction scale, the overall creativity scale and the three subscales, the overall calling scale and the three subscales, the job crafting scale, the overall power distance scale, the normative power distance subscale, and the cognitive crafting subscale showed good reliabilities (Nunnally & Bernstein, 1994). Cronbach's alpha for the individual power distance subscale showed for India insufficient reliability ($\alpha = .67$).

Cronbach's alpha for the task crafting subscale and the relational crafting subscale were under the cut-off point of $\alpha = .70$. Cronbach's alpha for the avoidance items was $\alpha = .49$. Since Cronbach's alpha for the avoidance items was low, they were excluded and only the 15 approach items were used for further analyses. Cronbach's alphas, means and standard deviations can be found in Table 10 in Appendix A.

Confirmatory factor analyses (CFA)

Confirmatory factor analyses were used to test the factor structures of the scales using AMOS 24.0 statistical package. The CFA analyses were made based on the whole sample size ($N = 329$) because the hypothesized factor structure includes many parameters. A CFA was run as the last step of the cultural adaptation of the instrument to confirm whether the structure of the scales was stable even when including the translated items (Borsa et al., 2012), since it is possible that different responses are caused due to context, culture and language (Brown, Harris, O'Quin, & Lane, 2017). The following fit indices were used to determine whether the scales fit the data set: comparative fit index (CFI), root mean square error of approximation (RMSEA), chi-square (χ^2), and Tucker-Lewis index (TLI) (Schreiber et al., 2006; Brown, 2015). The fit indices of the scales can be found in Table 1. Standardized regression weights, unstandardized regression weights and standard error for all scales can be found in Tables 15 to 20 in Appendix B. The models can be found in Figures 5 to 10 in Appendix B. The job crafting scale, the power distance scale and the calling scale showed a bad fit to the data. The creativity scale, the job satisfaction and life satisfaction scale showed an acceptable fit to the data. TLI, CFI χ^2/df ratio and RMSEA penalize complex models (Hoyle, 2012). Since the factor structures of the job crafting and creativity scales are rather complex, insufficient results and the bad fit might be explained. Another reason for non-sufficient fit indices might be the small sample size (Brown et al., 2017).

Table 1

Goodness-of-fit indicators for confirmatory factor analyses

	χ^2	df	df/ χ^2	CFI	TLI	RMSEA	90% CI
Job crafting	193.57***	87	2.23	0.91	0.89	0.06	[0.05, 0.07]
Calling	114.03***	24	4.75	0.95	0.92	0.11	[0.09, 0.13]
Creativity	211.15***	116	1.82	0.96	0.96	0.05	[0.04, 0.06]
Power distance	281.06***	103	2.73	0.89	0.87	0.07	[0.06, 0.08]
Job satisfaction	18.86**	5	3.77	0.98	0.97	0.09	[0.05, 0.14]
Life satisfaction	20.97***	5	4.20	0.98	0.96	0.10	[0.06, 0.14]

Note. *** $p < .001$. ** $p < .01$.

Path analyses

Path analyses were carried out to test the structural models using AMOS 24.0 statistical package. Structural equation modeling (SEM) was not chosen because it requires at least 10 participants per estimated parameters (Tabachnik & Fidell, 2012). As the total sample size was $N = 329$, this precondition was not met and using a SEM which includes the latent factor structure would be too complex. The path analyses were made based on the whole sample size. The variables were centered because the path analysis includes the test of moderated paths, and means of the scales computed. In total, three interaction terms were built, the interaction of power distance with calling, creativity and job crafting. Fit indices were examined to compare the models and can be found in Table 3. All models can be found in Figures 11, 12 and 13 in Appendix B. Modifications were made to increase the fit of the models.

Hypothesized model. The hypothesized model showed an acceptable fit to the data, Significant direct effects were found from calling on job crafting, from creativity on job crafting, from job crafting on job satisfaction, from job crafting on life satisfaction and from power distance on life satisfaction. The relationship between creativity and job and life satisfaction was mediated by job crafting. The relationship between calling and job and life satisfaction was mediated by job crafting. The exact effects can be found in Table 2.

Table 2

Standardized, unstandardized effects and confidence intervals for direct and mediated effects for the hypothesized model (AMOS)

	<i>B</i>	<i>SE B</i>	95% CI	β
Calling → job crafting	.26**	.03	[0.18, 0.31]	.37
Creativity → job crafting	.43**	.05	[0.34, 0.54]	.39
Job crafting → job satisfaction	1.36**	.15	[1.03, 1.66]	.81
Job crafting → life satisfaction	.34**	.09	[0.17, 0.52]	.20
Power distance → life satisfaction	-.26**	.08	[-0.45, -0.08]	-.16
Creativity → job crafting → job satisfaction	.59**		[0.45, 0.76]	.32
Creativity → job crafting → life satisfaction	.15**		[0.07, 0.24]	.08
Calling → job crafting → job satisfaction	.35**		[0.25, 0.44]	.30
Calling → job crafting → life satisfaction	.09**		[0.04, 0.14]	.07

Note. ** $p < .01$.

Alternative model 1. The first alternative model showed an acceptable fit to the data. Significant direct effects were found from job satisfaction on job crafting, from life satisfaction on job crafting, from job crafting on creativity, and from job crafting on calling. The relationship between job and life satisfaction and creativity was mediated by job crafting. The relationship between job and life satisfaction and calling was mediated by job crafting. The exact effects can be found in Table 11 in Appendix B.

Alternative model 2. The fit of the second alternative model was unacceptable.

Multigroup path analyses

Further path analyses were carried out based on the subsamples India, Germany and Latin America using AMOS 24.0 statistical package. Modifications were made to increase the fit of the models. All models showed an unacceptable fit to the data.

Table 3

Goodness-of-fit indicators for model tests

	χ^2	df	df/ χ^2	CFI	TLI	RMSEA	90% CI
Hypothesized model	54.28***	20	2.71	0.95	0.91	0.07	[0.05, 0.10]
Hypothesized model groups	283.67***	54	5.25	0.75	0.49	0.12	[0.11, 0.13]
Alternative model 1	41.37***	16	2.59	0.96	0.90	0.07	[0.04, 0.10]

Alternative model 1 groups	199.26***	48	4.15	0.80	0.55	0.10	[0.09, 0.12]
Alternative model 2	24.96***	3	8.32	0.95	0.84	0.15	[0.10, 0.21]
Alternative model 2 groups	36.60***	9	4.07	0.94	0.79	0.10	[0.07, 0.14]

Note. *** $p < .001$. ** $p < .01$.

Regression analyses

Additional regression analyses were carried out to test the hypotheses using PROCESS macro for SPSS (Hayes, 2017) statistical package. Due to the small sample size, all analyses were conducted with the whole sample additionally to the subsamples. Analyzing the relationships using the whole sample is chosen because effects might not be discovered with a small N . The non-centered means of the variables were used. Conducting additional analyses was chosen for two reasons. First, since the overall hypothesized path model was complex and had only an acceptable fit, PROCESS was used to test the relationships between the variables under investigation separately. Second, since the model fit of the multi-group path analysis with AMOS was unacceptable, PROCESS was used to test the single relationships between the variables in the three samples.

Mediation analyses. Four simple mediation analyses were carried out. An indirect relationship from creativity and calling on job and life satisfaction was predicted. All mediation analyses were statistically significant. The relationship between calling and job and life satisfaction was mediated by job crafting in the whole sample, in India, in Germany, and in Latin America. The relationship between creativity and job and life satisfaction was mediated by job crafting in the whole sample and the subsamples. The unstandardized effects and the 95% confidence intervals can be found in Table 4, the standardized effects and the 95% confidence interval can be found in Table 14 in Appendix B.

Table 4

Unstandardized effects and confidence interval of the mediation (PROCESS)

	Overall		India		Germany		Latin America	
	<i>B</i>	95% CI	<i>B</i>	95% CI	<i>B</i>	95% CI	<i>B</i>	95% CI
Calling → job crafting	.21	[0.12,	.30	[0.13,	.11	[0.01,	.44	[0.23,
→ job satisfaction		0.29]		0.49]		0.23]		0.73]
Calling → job crafting	.15	[0.06,	.18	[0.01,	.13	[0.04,	.35	[0.14,
→ life satisfaction		0.24]		0.39]		0.24]		0.60]
Creativity → job crafting	.32	[0.19,	.60	[0.27,	.20	[0.03,	.53	[0.23,
→ job satisfaction		0.46]		0.93]		0.40]		0.88]
Creativity → job crafting	.23	[0.10,	.37	[0.03,	.23	[0.07,	.42	[0.14,
→ life satisfaction		0.37]		0.70]		0.43]		0.77]

Overall, in India, Germany and Latin America, direct effects from calling on job crafting, job crafting on job satisfaction, job crafting on life satisfaction, and creativity on job crafting were found. The direct effects can be found in Table 12 in Appendix B.

Moderation analyses. Simple moderation analyses were carried out using model 1 of PROCESS statistical package. It was tested whether power distance moderated the relationship between creativity (calling) and job crafting as well as between job crafting and job satisfaction (life satisfaction) in the overall sample, in India, Germany and Latin America. Significant direct effects were found for the whole sample from power distance on life satisfaction and on job satisfaction, but not in the three subsamples. Overall and in the three subsamples, power distance did not moderate the relationship between calling and job crafting, as well between creativity and job crafting, and between job crafting and job satisfaction. Only for Germany, power distance moderated the relationship between job crafting and life satisfaction, $F(1, 138) = 4.42, p = .04, \Delta R^2 = .029, b = .40$. The moderated effects can be found in Table 13 in Appendix B.

Moderated mediation. Four moderated mediation analyses were carried out. It was tested whether the mediation of job crafting between calling (creativity) and job satisfaction (life satisfaction) was moderated by power distance. Again only for Germany, power distance moderated the relationship of job crafting on life satisfaction, $F(1, 138) = 4.42, p = .04, \Delta R^2 = .029, b = .40$. The other moderated mediation analyses were not significant.

Discussion

The present study tackled previous studies which investigated job crafting as a mediator between antecedents and outcomes (Rudolph et al., 2017) and found the mediating relationship with variables which had not been investigated so far. Path analysis with AMOS and regression analyses with PROCESS showed significant positive direct effects from job crafting on job and life satisfaction. The results imply that employees who craft their job experience greater job and life satisfaction. Furthermore, calling and creativity showed significant positive direct effects on job crafting which implies that creative employees and people who feel called to their job engage in more job crafting. Job crafting mediated the relationship between creativity and job and life satisfaction, as well as between calling and job and life satisfaction. The results suggest that creative employees and employees who feel called to do their job experience greater life and job satisfaction when engaging in job crafting. Power distance neither moderated the relationship between calling and job crafting (Hypothesis 5a rejected) nor between creativity and job crafting (Hypothesis 5b rejected). Rinne, Steel and Fairweather (2013) did also not find that power distance was negatively related to creativity. The authors explain the findings that creativity and innovation are two separate constructs and power distance is related to innovation (Shane, 1992). Power distance did also not moderate the relationship between job crafting and job satisfaction (Hypothesis 5c rejected). Hauff and Richter (2015) found that power distance directly impacted job satisfaction, but the moderation of power distance between situational job characteristics and job satisfaction was only weakly confirmed and dependent on the culture concepts utilized. The authors conclude that the explanatory power of power distance for different satisfaction levels across cultures might be limited and national differences in job satisfaction are a result of different situational disposition. Power distance did not moderate the relationship between job crafting and life satisfaction in the whole sample, India and Latin America, but moderated

the relationship in Germany. Thereby, the relationship between job crafting and life satisfaction was stronger when the level of power distance was high (Hypothesis 5d rejected). The results imply that in Germany, as a low power distant culture, there was a stronger relationship between job crafting and life satisfaction when the employees experience high power distance. This result seems to be surprising. A possible explanation could be that employees who experience high power distance craft more to maintain their individualistic way of living, which in turn could lead to higher life satisfaction. However, those results were not found with the analyses with AMOS. Future research is necessary to clarify this finding. A negative correlation between power distance and job and life satisfaction was only found in the whole sample, which might be the result of the small sample size in the subsamples. Previous research (Huang & van de Vliert, 2003; Arrindell et al., 1997) also found negative correlations between power distance and job and life satisfaction. Possible general reasons for the non-significant moderating influence of power distance could be the small sample size, as only very large effects will become statistically significant and that the subsamples had similar extents of power distance. Also the conceptualization of power distance could have led to insignificant results. The power distance scale showed a bad fit to the data which could have resulted due to the translation and adaptation of the items. Another reason could be that this study focused on measuring the individual and societal-level aspects of power distance and did not include the organizational aspects of power distance. To measure the influence of power distance on job crafting as a work-related concept, measuring the organizational aspect of job crafting could have been another option; as well as assessing power distance with a different scale since it is a subfacet of individualism (Minkov, 2017).

All samples were homogeneous only in terms of gender and socio-economic status with more women and participants mainly coming from the middle class. Differences can be seen in tenure (Germany having slightly higher values) and age, years of education, rank and

number of siblings (Latin America ranking higher). Since the mediations were significant in the whole sample and the subsamples, it might imply that the relationships are existent in these specific subsamples with this specific demographic data.

The results of the confirmatory factor analyses showed a bad to acceptable fit of all scales for the whole sample size and might imply low construct validity (Brown, 2015). All items loaded on the dimensions they were supposed to load, and the scales showed mostly good reliabilities for the whole sample and the three subsamples. The bad fits of the CFA might have resulted because of the small and heterogeneous samples, the complexity of the models or the missing steps in the adaptation process, e.g., only one pilot study with few participants was conducted and the expert evaluation was missing. For the German translation and backtranslation, no independent bilingual translators were used, however this was partly given for the Spanish translations. Although the fits were bad to acceptable and might imply low construct validity, it can be assumed that the scales can be used in the investigated cultural contexts with a sample having similar demographic characteristics. However, future research is needed for further construct validation.

The hypothesized and the first alternative model showed an acceptable fit to the data which might imply that the theory was correctly derived. Job crafting seemed to mediate the relationship between creativity and job and life satisfaction, and between calling and job and life satisfaction. Also, job crafting seemed to mediate the relationship between job and life satisfaction and creativity, as well as between job and life satisfaction and calling. However, the directions of the relationships are unclear since both models were identified and significant effects found. Longitudinal studies are needed to address this issue. For this study, the results were interpreted that job crafting mediated the relationship between creativity and calling and job and life satisfaction, since the interest lied in investigating the influence of job crafting on well-being. The second alternative model showed an unacceptable fit to the data.

Even though power distance seemed to have no moderating influence on the relationship between the variables under investigation, its direct influence on job and life satisfaction could be important. When comparing the hypothesized model with the second alternative model, the hypothesized model with power distance showed a better fit than the second alternative model without power distance. This finding could be caused by the direct influence of power distance on job and life satisfaction in the hypothesized model. The multigroup analyses of the hypothesized model and both alternative models showed an unacceptable fit to the data which could be a result of the small sample size.

Limitations

Several limitations are discernible, such as the sample, data collection, study design and response tendencies. First, the sample size was small and uneven between the countries. Since the questionnaire was long and it took quite some time to fill it in, participants dropped out because they might not have had the time or energy to fill it in. Especially in Latin America, a low internet speed and in some areas the need to pay for every minute spent online could have resulted in the high drop-out rate. Also, people there possess smaller smartphones which might have hindered the ability of reading the questions. Not all people can be reached since the availability of internet at the countryside might be limited. Generally, it should be noted that due to the small sample size all results should be considered carefully, but it could also have resulted in that effects were not discovered. Due to the small sample size, a SEM could not be used, and the CFA and path analyses could not be conducted with the subsamples. Another limitation aroused from the data collection. Having used the snowballing effect as a means of data collection probably did not lead to a random selection of participants which might have resulted in unrepresentative samples. This could be especially the case in Latin America and India, since the collected sample is not representative for the whole population. Furthermore, due to feasibility issues data was

collected in whole Latin America, which results in having data from eight different cultural backgrounds and leading to a heterogeneous sample. Although the pretests showed that the translations made by Colombian and Nicaraguan speakers were fully understandable in other cultural contexts, the possibility of understanding problems in terms of language or cultural adaptation cannot be excluded fully, taking into account that not all steps suggested by Borsa et al. (2012) were applied. Another limitation is due to the study design. Since it is a correlational study and all data was collected at one time, no causal inferences can be drawn, and reverse causality is plausible. This results in that both the hypothesized and the first alternative model can be possible. Longitudinal studies are needed to clarify the causal influence. Furthermore, since only one study was conducted, the stability of the findings is not given. Future research is needed to replicate the findings with multiple samples.

Additionally, as the study was an online study, the researchers had low control over the process. This could have led to multiple submissions by the same employee or a lack of engagement and care while filling in the questionnaire since the researchers were not able to monitor the participants' behavior to ensure their commitment. Furthermore, since the data was collected from one single source (self-report measures) common method variance was increased (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). In future research this could be reduced using additionally supervisors' or colleagues' ratings. Also, the self-report measure could have resulted in social desirability bias. Nevertheless, it is a good method to use because the employees themselves know most about their work behaviors and personality traits, and it is a valid approach to assess employee proactivity (Ghitulescu, 1994; Parker, Williams, & Turner, 2006). Another limitation can arise due to cultural differences in response tendencies. This results in that differences between samples cannot be explained for sure by genuine cultural differences or similarities but by different response tendencies (Kemmelmeier, 2016).

Practical implications and future research

Job crafting as a concept seems to have positive influences on job and life satisfaction. This implies that with job crafting, employees might increase their well-being at work and at home. Increased well-being has been shown to have a positive influence on health outcomes (Howell, Kern, & Lyubomirsky, 2007) and a negative relationship with turnover (Wright & Bonett, 2007). Organizations can use this finding and support and encourage employees to engage in job crafting. They could give the employees the freedom to introduce physical and cognitive changes within the boundaries of their jobs by not having too rigid boundaries or job descriptions. This in turn could lead to higher tenure of the employees and less malfunction in a longterm perspective. Furthermore, for organizations who discover themselves having creative employees, it could be important to support the employee's creativity, so that it can result in higher job crafting, and in turn in higher job and life satisfaction. The same applies to calling. Employees who not only do their job for the sake of doing it but who feel called to do it, engage in more job crafting, which in turn leads to higher job and life satisfaction. Organizations can mind both findings in their recruitment policies and could focus on hiring employees who live their job and who not only count hours while working, and hire employees who are creative. Future research can be dedicated to replicate the findings with a larger sample size and investigate the direction of the results longitudinally. Furthermore, the influence of power distance needs to be investigated to see whether power distance does not have any moderating influence or whether the results in this study arose due to the small and non-representative sample size.

Conclusion

The aim of this thesis was to compare the mediating relationship of job crafting between creativity and calling on job and life satisfaction cross-culturally. Therefore, data was collected in Germany, Latin America and India. The mediating relationship could be

shown in all cultural contexts. Due to the small sample sizes, the interpretation of the results needs to be taken with caution. Because of the correlational design of the study, no causal inferences can be drawn and the relationships can also be possible vice versa, as shown in the first alternative model. Future research is needed to address this issue and investigate the relationships longitudinally. A moderating influence of power distance on the variables under investigation could not be shown. Further research is needed to address this issue, e.g. by including the organizational aspect of power distance. Organizations can use these results twofold. First, they could support employees in crafting their job, which in turn leads to better job and life satisfaction and might have positive organizational outcomes. Second, they can use it for their recruitment policies and hire employees who are creative and feel a calling towards their job.

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Appendix A

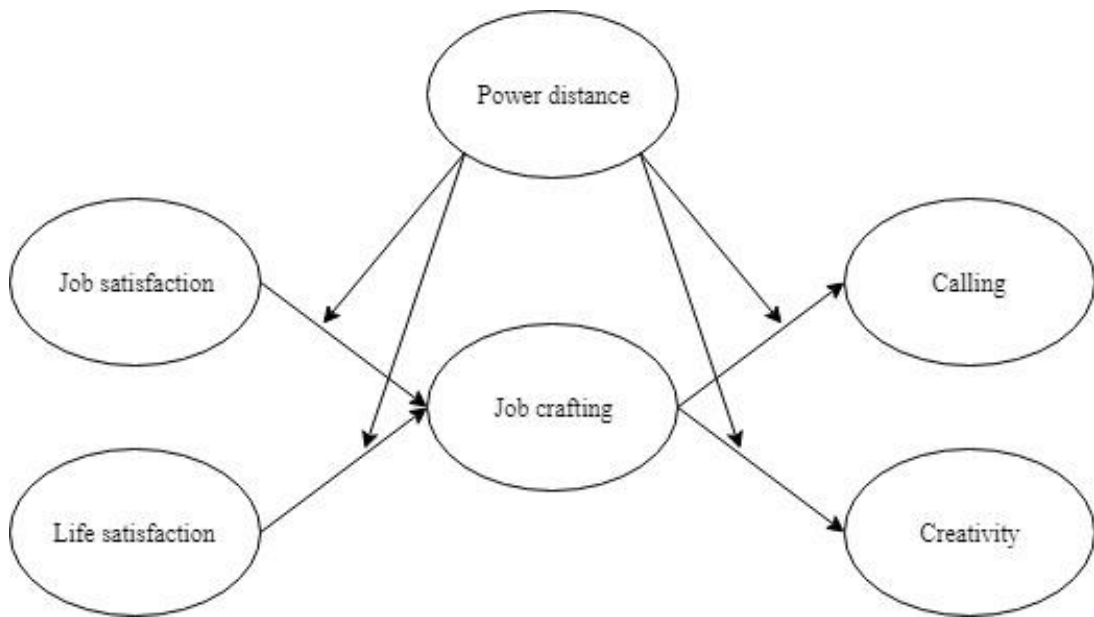


Figure 2. Alternative model 1.

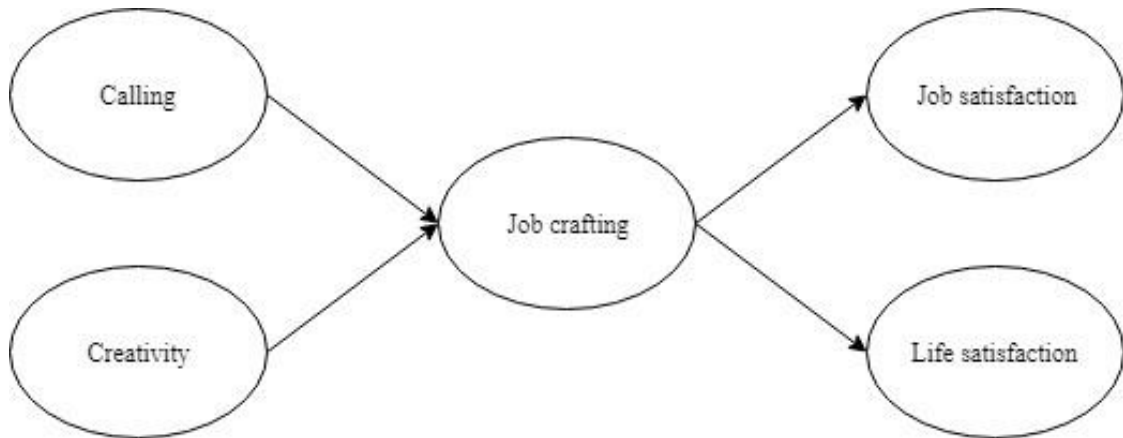


Figure 3. Alternative model 2.

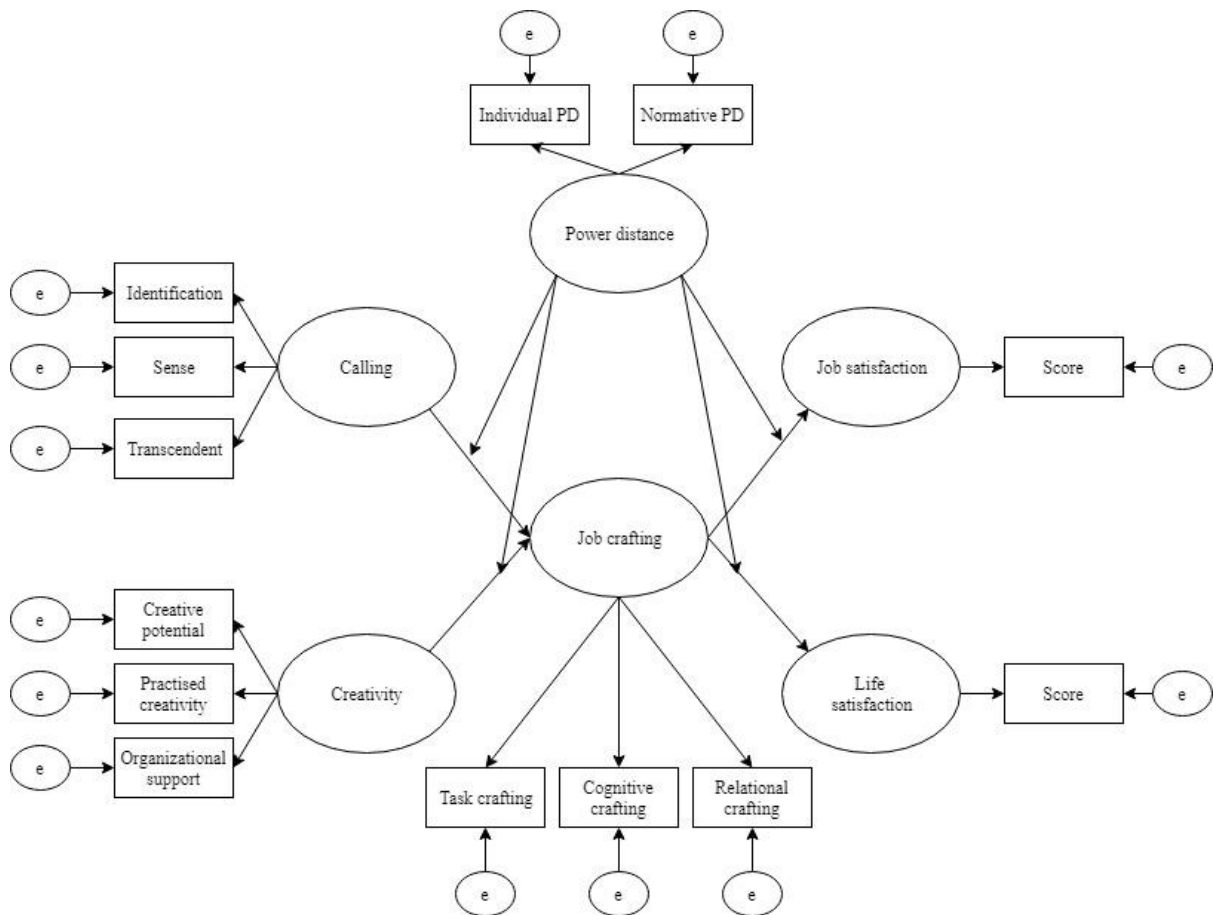


Figure 4. Measurement model.

Table 5

Descriptives

	Overall			India			Germany			Latin America		
	<i>n</i>	<i>M (SD)</i>	Range	<i>n</i>	<i>M (SD)</i>	Range	<i>n</i>	<i>M (SD)</i>	Range	<i>n</i>	<i>M (SD)</i>	Range
Gender												
Male	127			35			50			30		
Female	202			53			92			41		
Age	327	34.22 (12.01)	19-68	86	29.07 (9.82)	19-55	142	34.77 (11.97)	19-62	71	39.92 (12.42)	20-68
Tenure	308	7.38 (8.86)	0-45	81	5.48 (8.21)	0-32	136	8.88 (10.12)	0-45	66	6.86 (6.62)	0-30
Education	320	16.59 (3.48)	8-27	87	17.20 (2.73)	10-25	136	15.24 (3.48)	8-24	70	18.31 (3.68)	8-27
Siblings	327	1.78 (1.31)	0-7	88	1.40 (0.97)	0-5	140	1.56 (1.24)	0-7	71	2.72 (1.49)	0-7
Rank	329	62.36 (24.31)	2-100	88	66.74 (24.59)	2-100	142	55.07 (24.56)	5-100	71	74.35 (18.29)	16-100
SES	329	3.32 (0.66)	1-5	88	3.59 (0.62)	1-5	142	3.15 (0.58)	2-4	71	3.30 (0.76)	1-5
Lower class	2			1			0			1		
Lower middle class	22			0			14			6		
Middle class	181			36			92			39		
Upper middle class	117			48			36			21		
Upper class	7			3			0			4		

Table 6

Correlation between the means of the scales (overall sample)

	1	2	3	4	5	6
1. Job crafting	-					
2. Calling	.58**	-				
3. Creativity	.57**	.53**	-			
4. Power distance	-.07	-.06	-.14*	-		
5. Job satisfaction	.30**	.46**	.49**	-.14**	-	
6. Life satisfaction	.21**	.32**	.26**	-.17**	.31**	-

Note. ** $p < .01$. * $p < .05$.

Table 7

Correlations between the means of the creativity subscales (overall sample)

	1	2	3
1. Creative potential	-		
2. Practised creativity	.56**	-	
3. Organizational support	.42**	.73**	-

Note. ** $p < .01$.

Table 8

Correlations between the means of the calling subscales (overall sample)

	1	2	3
1. Identification and person-environment fit	-		
2. Sense and meaning and value-driven behavior	.58**	-	
3. Transcendent guiding force	.73**	.58**	-

Note. ** $p < .01$.

Table 9

Correlations between the means of the job crafting subscales (overall sample)

	1	2	3	4	5
1. Task crafting approach	-				
2. Cognitive crafting approach	.50**	-			
3. Relational crafting approach	.53**	.48**	-		
4. Approach crafting	.81**	.82**	.83**	-	
5. Avoidance crafting	.41**	.29**	.15**	.34**	-

Note. ** $p < .01$.

Table 10

Cronbach's alpha coefficients, means and standard deviations for all scales and subscales

	Overall		India		Germany		Latin Americac	
	α	$M (SD)$	α	$M (SD)$	α	$M (SD)$	α	$M (SD)$
Job crafting approach	.84	4.25 (.76)	.84	4.46 (.74)	.80	4.00 (.67)	.87	4.57 (.81)
Task crafting approach	.68	4.30 (.84)	.71	4.51 (.81)	.66	4.08 (.78)	.69	4.60 (.81)
Relational crafting approach	.69	4.07 (.97)	.66	4.31 (.93)	.69	3.87 (.92)	.66	4.33 (1.01)
Cognitive crafting approach	.77	4.37 (.99)	.78	4.55 (.96)	.71	4.05 (.92)	.84	4.77 (1.03)
Calling	.90	4.33 (1.08)	.91	4.39 (1.06)	.88	4.08 (1.02)	.91	4.91 (1.05)
Identification	.88	4.51 (1.23)	.86	4.47 (1.22)	.89	4.35 (1.21)	.89	5.05 (1.10)
Sense	.81	4.50 (1.21)	.80	4.54 (1.15)	.80	4.23 (1.19)	.83	5.20 (1.06)
Transcendent	.79	3.96 (1.31)	.80	4.16 (1.24)	.78	3.65 (1.24)	.82	4.49 (1.38)
Creativity	.91	3.59 (.69)	.91	3.8 (.61)	.90	3.4 (.65)	.92	3.75 (.73)
Creative potential	.85	3.95 (.67)	.85	3.96 (.63)	.85	3.81 (.67)	.81	4.22 (.60)
Practised creativity	.76	3.67 (.81)	.74	3.89 (.66)	.74	3.56 (.82)	.75	3.77 (.83)
Organizational support	.89	3,15 (.96)	.89	3.57 (.84)	.88	2.86 (.89)	.88	3.26 (1.03)
Power distance	.79	3.90 (.82)	.78	4.23 (.83)	.80	3.78 (.74)	.78	3.74 (.81)
Individual power distance	.76	3.10 (1.04)	.67	3.37 (1.01)	.74	3.27 (.91)	.78	2.45 (1.03)
Normative power distance	.86	4.70 (1.15)	.84	5.09 (1.08)	.83	4.30 (.97)	.87	5.03 (1.23)
Job satisfaction	.85	5.18 (1.28)	.84	5.07 (1.21)	.88	5.28 (1.18)	.84	5.26 (1.44)
Life satisfaction	.87	4.83 (1.29)	.87	4.43 (1.35)	.89	4.98 (1.12)	.83	5.11 (1.19)

Appendix B

Table 11

Standardized, unstandardized effects and confidence intervals for direct and mediated effects for the first alternative model (AMOS)

	<i>B</i>	<i>SE B</i>	95% CI	β
Job satisfaction → job crafting	.15**	.03	[0.09, 0.22]	.25
Life satisfaction → job crafting	.08*	.03	[0.01, 0.14]	.13
Job crafting → creativity	.44**	.04	[0.36, 0.52]	.49
Job crafting → calling	.67**	.06	[0.56, 0.78]	.47
Job satisfaction → job crafting → creativity	.07**		[0.04, 0.10]	.12
Life satisfaction → job crafting → creativity	.03*		[0.01, 0.07]	.06
Job satisfaction → job crafting → calling	.10**		[0.06, 0.15]	.12
Life satisfaction → job crafting → calling	.05*		[0.01, 0.10]	.06

Note. ** $p < .01$. * $p < .05$.

Table 12

Direct effects in the overall sample, India, Germany and Latin America (PROCESS)

	Overall		India		Germany		Latin America	
	<i>B</i>	95% CI	<i>B</i>	95 % CI	<i>B</i>	95% CI	<i>B</i>	95% CI
Calling → job crafting	.41***	[0.34, 0.47]	.39***	[0.27, 0.52]	.30***	[0.20, 0.39]	.53***	[0.40, 0.67]
Creativity → job crafting	.63***	[0.54, 0.73]	.78***	[0.59, 0.98]	.51***	[0.36, 0.66]	.64***	[0.42, 0.86]
Job crafting → job satisfaction	.51***	[0.33, 0.68]	.76***	[0.45, 1.07]	.38*	[0.09, 0.67]	.84***	[0.46, 1.21]
Job crafting → life satisfaction	.36***	[0.18, 0.54]	.47*	[0.09, 0.85]	.45**	[0.16, 0.75]	.66***	[0.35, 0.97]
Power distance → life satisfaction	-.26**	[-0.42, -0.09]	-.07	[-.42, .27]	-.21	[-.48, .05]	.10	[-.24, .44]
Power distance → job satisfaction	-.20*	[-0.36, -0.03]	-.05	[-.34, .24]	-.25	[-.51, .01]	.10	[-.30, .51]

Note. *** $p < .001$. ** $p < .01$. * $p < .05$.

Table 13

Moderated effects in the overall sample, India, Germany and Latin America (PROCESS)

	Overall			India			Germany			Latin America		
	<i>F (dfs)</i>	<i>p</i>	ΔR^2	<i>F (dfs)</i>	<i>p</i>	ΔR^2	<i>F (dfs)</i>	<i>p</i>	ΔR^2	<i>F (dfs)</i>	<i>p</i>	ΔR^2
Calling \times power distance \rightarrow job crafting	.37 (1, 325)	.54	.001	.03 (1, 84)	.87	.000	.12 (1, 138)	.72	.001	.34 (1, 67)	.56	.003
Creativity \times power distance \rightarrow job crafting	1.23 (1, 325)	.27	.003	2.44 (1, 84)	.12	.020	1.07 (1, 138)	.30	.006	.36 (1, 67)	.55	.004
Job crafting \times power distance \rightarrow job satisfaction	.08 (1, 325)	.78	.000	.90 (1, 84)	.34	.008	1.01 (1, 138)	.32	.007	.65 (1, 67)	.42	.008
Job crafting \times power distance \rightarrow life satisfaction	.45 (1, 325)	.50	.001	2.31 (1, 84)	.13	.025	.21 (1, 67)	.65	.003	4.42 (1, 138)	.04	.029

Table 14

Standardized effects and confidence intervals of the mediation (PROCESS)

	Overall		India		Germany		Latin America	
	β	95% CI	β	95% CI	β	95% CI	β	95% CI
Calling → job crafting → job satisfaction	.17	[0.10, 0.25]	.26	[0.12, 0.41]	.10	[0.01, 0.20]	.32	[0.16, 0.48]
Calling → job crafting → life satisfaction	.12	[0.05, 0.20]	.14	[0.01, 0.30]	.11	[0.03, 0.20]	.31	[0.14, 0.49]
Creativity → job crafting → job satisfaction	.17	[0.10, 0.25]	.30	[0.14, 0.45]	.11	[0.01, 0.23]	.27	[0.12, 0.44]
Creativity → job crafting → life satisfaction	.12	[0.05, 0.20]	.17	[0.02, 0.32]	.12	[0.04, 0.23]	.26	[0.09, 0.45]

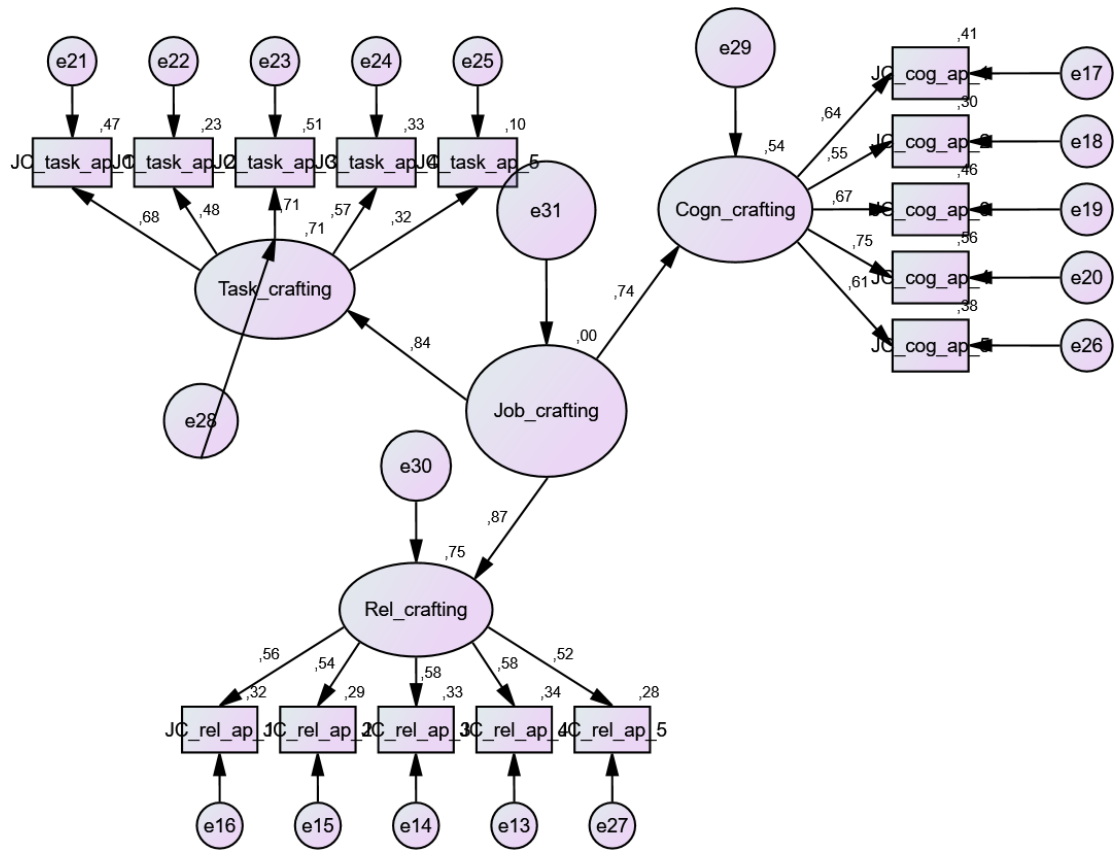


Figure 5. Factor structure of the job crafting scale with standardized estimates.

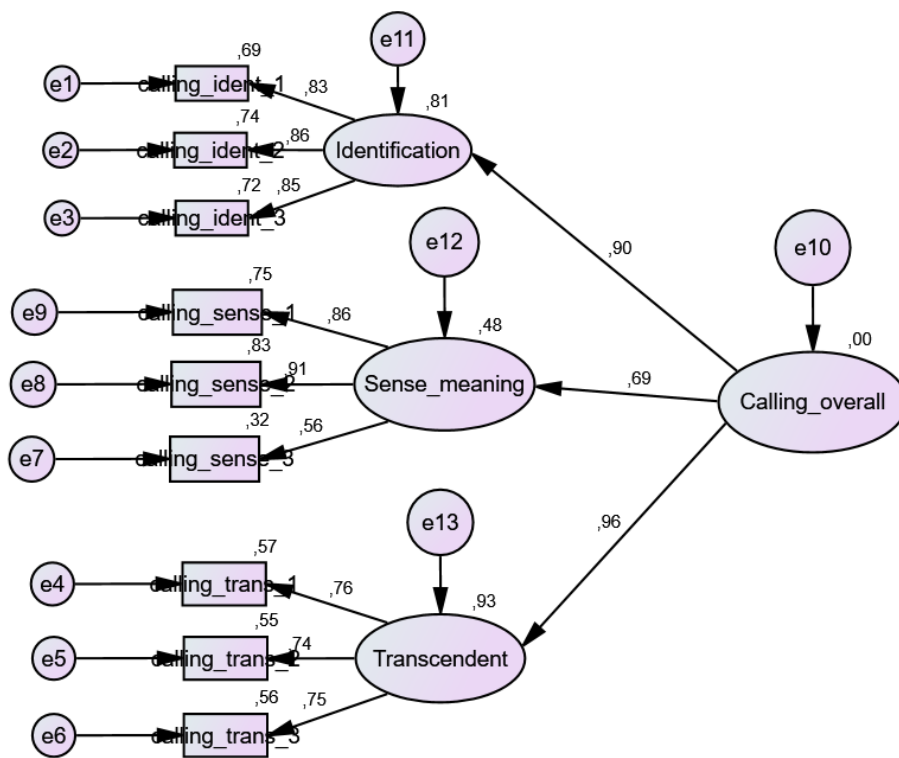


Figure 6. Factor structure of the calling scale with standardized estimates.

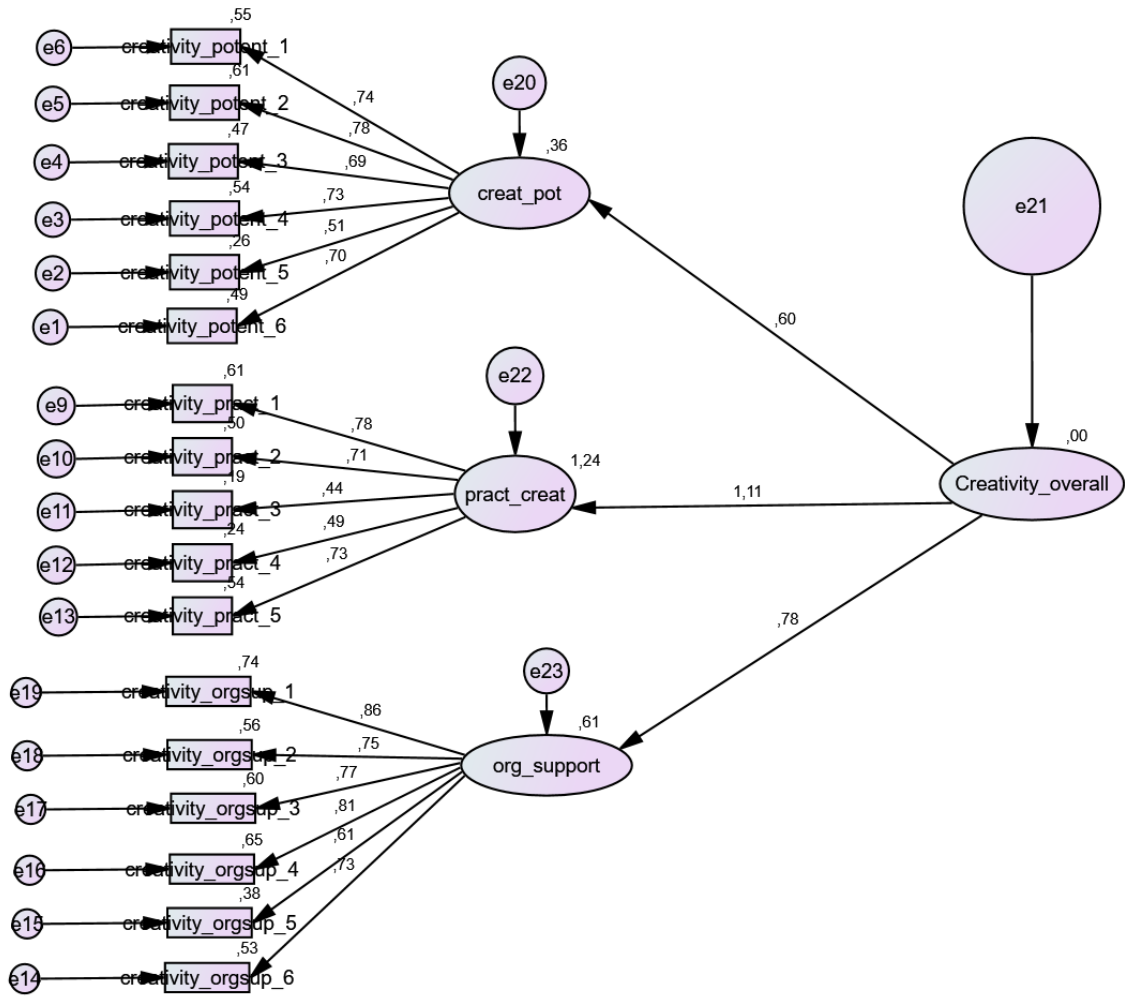


Figure 7. Factor structure of the creativity scale with standardized estimates.

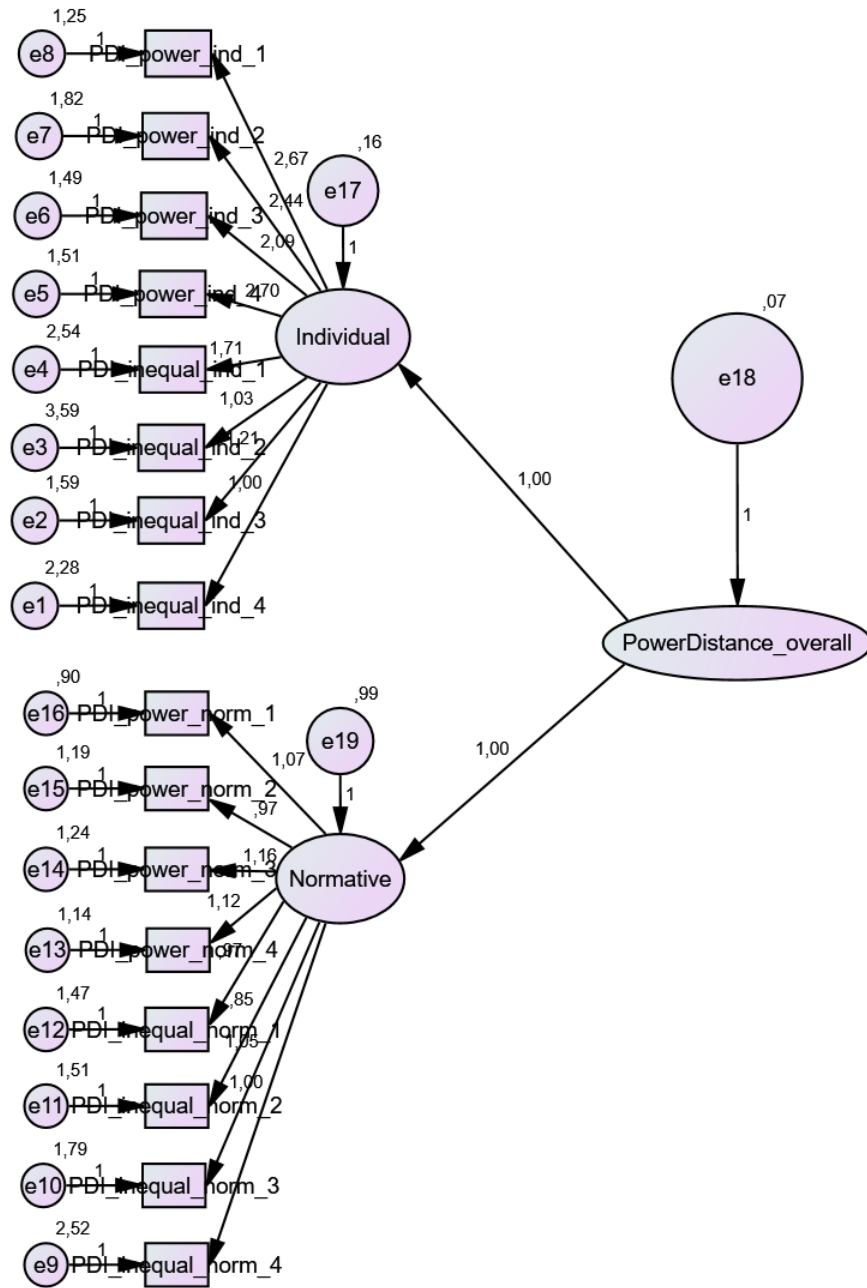


Figure 8. Factor structure of the power distance scale with unstandardized estimates.

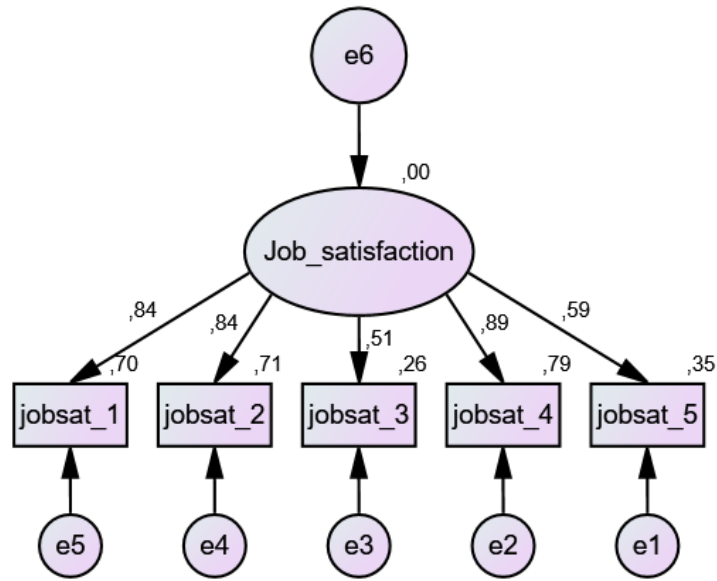


Figure 9. Factor structure of the job satisfaction scale with standardized estimates.

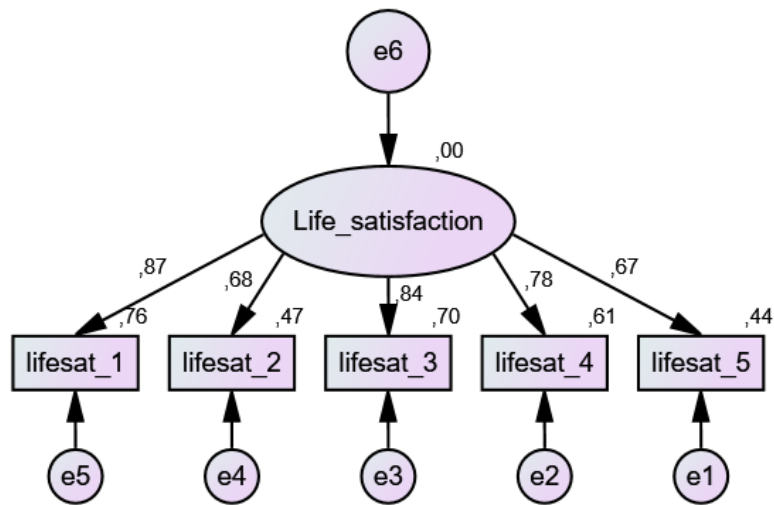


Figure 10. Factor structure of the life satisfaction scale with standardized estimates.

Table 15

Unstandardized regression weights, standardized regression weights and standard errors for the calling scale

	Factor 1			Factor 2			Factor 3		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Identification and person-environment fit 1	1.00		.83						
Identification and person-environment fit 2	.97***	.05	.86						
Identification and person-environment fit 3	.98***	.06	.85						
Sense and meaning 1				1.87***	.18	.86			
Sense and meaning 2				2.12***	.20	.91			
Sense and meaning 3				1.00		.56			
Transcendent guiding force 1							1.00		.76
Transcendent guiding force 2							.92***	.07	.74
Transcendent guiding force 3							1.01***	.08	.75

Note. Factor 1 = Identification and person-environment-fit, factor 2 = Sense and meaning and value-driven behavior, factor 3 = Transcendent guiding force. *** $p < .001$.

Table 16

Unstandardized regression weights, standardized regression weights and standard errors for the job crafting scale

	Factor 1			Factor 2			Factor 3		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Relational approach 1	.88***	.12	.57						
Relational approach 2	1.02***	.14	.54						
Relational approach 3	1.18***	.16	.58						
Relational approach 4	1.00		.58						
Relational approach 5	.82***	.12	.53						
Cognitive approach 1				1.00		.64			
Cognitive approach 2				.92***	.11	.55			
Cognitive approach 3				1.16***	.12	.68			
Cognitive approach 4				1.07***	.10	.75			
Cognitive approach 5				.84***	.09	.61			
Task approach 1							1.00		.68
Task approach 2							.75***	.10	.48
Task approach 3							1.12***	.11	.71
Task approach 4							.92***	.11	.57
Task approach 5							.41***	.08	.32

Note. Factor 1 = Relational crafting, factor 2 = Cognitive crafting, factor 3 = Task crafting. *** $p < .001$.

Table 17

Unstandardized regression weights, standardized regression weights and standard errors for the creativity scale

	Factor 1			Factor 2			Factor 3		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Creative potential 1	1.05***	.09	.74						
Creative potential 2	1.05***	.08	.78						
Creative potential 3	1.02***	.09	.69						
Creative potential 4	.94***	.08	.73						
Creative potential 5	.57***	.07	.51						
Creative potential 6	1.00		.70						
Practised creativity 1				1.00		.78			
Practised creativity 2				.99***	.08	.71			
Practised creativity 3				.58***	.08	.44			
Practised creativity 4				.65***	.08	.49			
Practised creativity 5				.99***	.07	.74			
Organizational support 1							1.17***	.08	.86
Organizational support 2							.93***	.07	.75
Organizational support 3							.99***	.07	.77
Organizational support 4							1.11***	.08	.81
Organizational support 5							.86***	.08	.61
Organizational support 6							1.00		.73

Note. Factor 1 = Creative potential, factor 2 = Practiced creativity, factor 3 = Organizational support. *** $p < .001$.

Table 18

Unstandardized regression weight, standardized regression weights and standard errors for the power distance scale

	Factor 1		Factor 2	
	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>SE B</i>
Inequality individual 1	1.71***	.39		
Inequality individual 2	1.03***	.31		
Inequality individual 3	1.21***	.28		
Inequality individual 4	1.00			
Power individual 1	2.67***	.54		
Power individual 2	2.44***	.50		
Power individual 3	2.09***	.44		
Power individual 4	2.70***	.55		
Inequality normative 1			.97***	.11
Inequality normative 2			.85***	.11
Inequality normative 3			1.05***	.12
Inequality normative 4			1.00	
Power normative 1			1.07***	.11
Power normative 2			.97***	.11
Power normative 3			1.16***	.13
Power normative 4			1.12***	.12

Note. Factor 1 = Individual power distance, factor 2 = Normative power distance.

*** $p < .001$.

Table 19

Unstandardized regression weights, standardized regression weights and standard errors for the job satisfaction scale

	Job satisfaction		
	<i>B</i>	<i>SE B</i>	β
Job satisfaction 1	1.41***	.13	.84
Job satisfaction 2	1.34***	.12	.84
Job satisfaction 3	.86***	.11	.51
Job satisfaction 4	1.34***	.12	.89
Job satisfaction 5	1.00		.59

Note. *** $p < .001$.

Table 20

Unstandardized regression weights, standardized regression weights and standard errors for the life satisfaction scale

	Life satisfaction		
	<i>B</i>	<i>SE B</i>	β
Life satisfaction 1	1.10***	.08	.87
Life satisfaction 2	.81***	.07	.68
Life satisfaction 3	1.00***	.08	.84
Life satisfaction 4	.99***	.08	.78
Life satisfaction 5	1.00		.67

Note. *** $p < .001$.

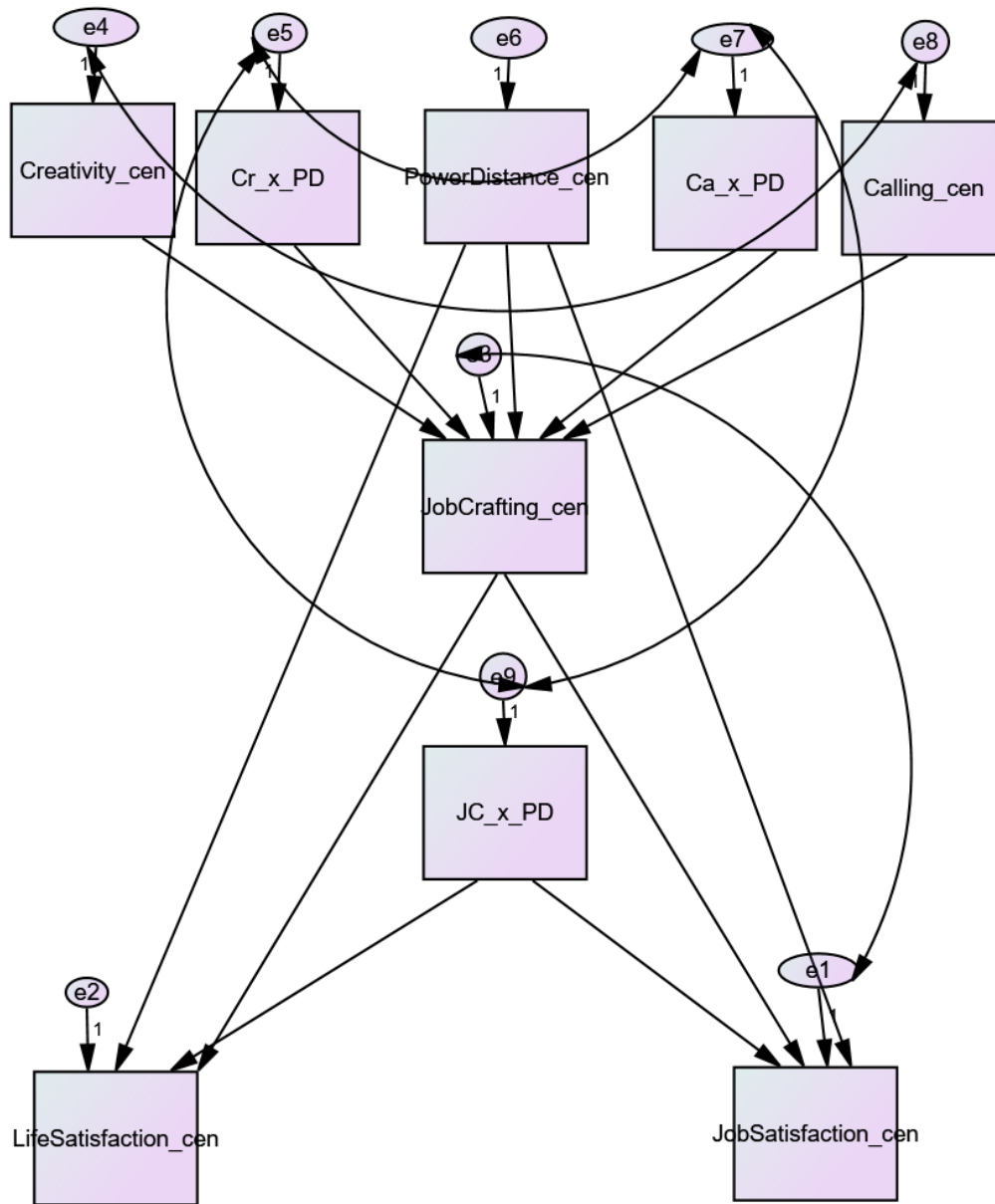


Figure 11. Hypothesized model.

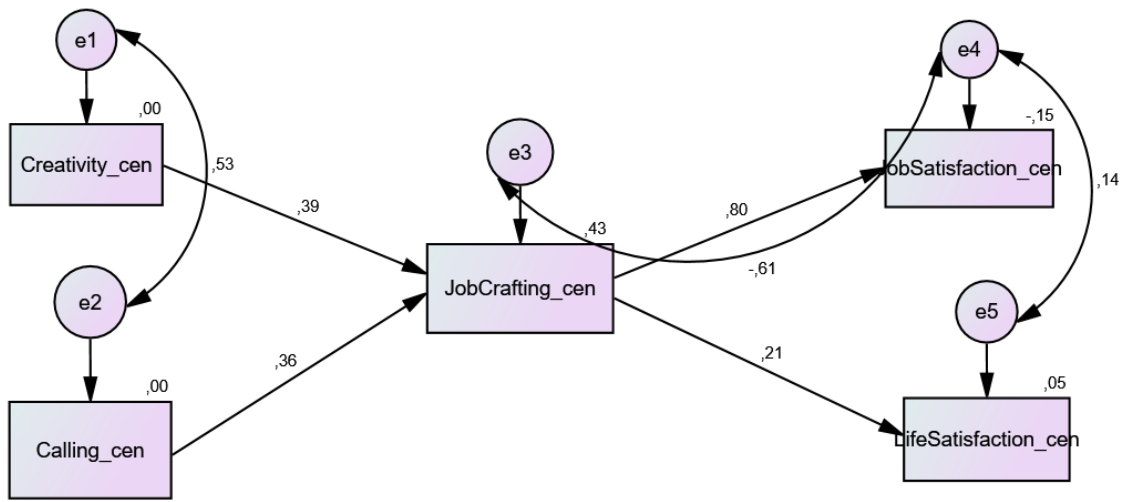


Figure 13. Alternative model 2 with standardized estimates.

Appendix C

English questionnaire

Dear participants,
Thank you for your interest in this study.

Purpose of the study

This study is being conducted by the Department of Social Psychology at Tilburg University (Netherlands) and supported by Osnabrück University (Germany). The intention of this study is to research and gain knowledge about various aspects of work-related behaviour and personality with respect to different cultures.

There are no right or wrong answers. Please respond truthfully.

Participation, Benefits, and Risks

Participation in this research study is completely voluntary. You have the right to withdraw at any time or refuse to participate entirely. If you desire to withdraw, please simply close your internet browser.

Risks are minimal for involvement in this study. It is very unlikely that answering these questions affects you emotionally or otherwise.

Participation in the survey will take approx. 20 minutes.

You will have the option to participate in a small **lottery** as a gesture of appreciation for your participation. You will enter the lottery to win one of 25 vouchers: 7 x 10€, 6 x 15 € and 12 x 20€. Vouchers will be distributed via Amazon or Paypal, depending on your country.

If you want to participate in the lottery, you will be asked to insert your e-mail address at the end of this survey. From the list of all addresses, 25 addresses will be randomly selected. If you win, you will be notified and the voucher will be provided to you via e-mail in July.

As we are planning to recruit ca. 1200 participants, the odds of winning are approximately 1:50 or higher.

Information provided related to the lottery is kept separate from the data you provide.

Confidentiality and Questions

All data obtained from participants will be kept anonymous. There will be no record that links the data collected from you with any personal data from which you could be identified (e.g., your name, address, email, etc.). The anonymous data will be stored for 10 years and may be made available to researchers via accessible data repositories.

This study has ethics approval from the Ethics Review Board of Tilburg School of Social and Behavioral Sciences (code: EC-2017.EX99t).

If you have questions regarding this study, you may contact Vishakha Pugalia
, or the supervisor of this study at Tilburg
University, Michael Bender.

If you have any remarks or complaints regarding this research, you may also contact the Ethics Review Board of Tilburg School of Social and Behavioral Sciences .

- I have read the informed consent statements above and I agree to participate in this study.

Table C1

Please fill out accurate answers for the following.

Demographics

1. Age
 2. Job title
 3. Tenure
 4. Years in formal education (starting from primary school to the highest degree obtained)
 5. Number of siblings
 6. Nationality
 7. Country of residence
 8. Please indicate your gender.
 9. In the following ladder ranging from 0 to 100 (100 being the highest), where would you place your job position within your organisation?
 10. Which class of the society would you classify yourself in?
-

Table C2

Given below are items that describe the various changes one can bring to a work setting. These statements may or may not pertain to your behavior. Please choose the option that best describes you for each statement.

Job Crafting Questionnaire

Approach task crafting

1. I introduce new approaches to improve my work.
2. I change the scope or types of tasks that I complete at work.
3. I introduce new work tasks that I think better suit my skills or interests.
4. I choose to take on additional tasks at work.
5. I give preference to work tasks that suit my skills or interests.

Avoidance task crafting

6. I avoid procedures that do not add to my productivity.
7. I avoid tasks that I do not enjoy.

Approach cognitive crafting

8. I think about how my job gives my life purpose.
9. I remind myself about the significance my work has for the success of the organization.
10. I remind myself of the importance of my work for the broader community.
11. I think about the ways in which my work positively impacts my life.
12. I reflect on the role my job has for my overall well-being.

Avoidance cognitive crafting

13. I hardly feel that my work is meaningless.
14. I avoid thinking about the negative consequences of my work.

Approach relational crafting

15. I make an effort to get to know people well at work.
16. I organise or attend work related social functions.
17. I organise special events in the workplace (e.g., celebrating a co-worker's birthday).
18. I choose to mentor new employees (officially or unofficially).
19. I make friends with people at work who have similar skills or interests.

Avoidance relational crafting

20. I manage my work so that I try to minimize contact with people whose problems affect me emotionally.
21. I organize my work so as to minimize contact with people whose expectations are unrealistic.

Note. Items taken and modified from Slemp and Vella-Brodrick (2014), Tims, Bakker and Derks (2012), and Slemp and Vella-Brodrick (2015). Responses were made on a six-point scale ranging from “1 = hardly ever” to “6 = very often”.

Table C3

Given below are items that may or may not pertain to your perception of your work.

Please choose the option that best describes you for each statement.

Multidimensional Calling Measure (MCM)

Identification and Person-Environment-Fit

1. Doing my job I can realize my full potential.
2. I am passionate about doing my job.
3. I identify with my work.

Sense and Meaning and Value-Driven Behavior

4. By doing my job I serve the common good.
5. My job helps to make the world a better place.
6. I have high moral standards for doing my job.

Transcendent Guiding Force

7. An inner voice is guiding me in doing my job.
 8. I follow an inner call that guides me on my career path.
 9. I am destined to do exactly the job I do.
-

Note. Items taken from Hagmaier and Abele (2012). Responses were made on a six-point scale ranging from “1 = strongly disagree” to “6 = strongly agree”.

Table C4

Given below are items that may or may not reflect your personality characteristics.

Please choose the option that best describes you for each statement.

Ten-Item Personality Inventory (TIPI)

1. Extraverted, enthusiastic.
 2. Critical, quarrelsome.
 3. Dependable, self-disciplined.
 4. Anxious, easily upset.
 5. Open to new experiences, complex.
 6. Reserved, quiet.
 7. Sympathetic, warm.
 8. Disorganized, careless.
 9. Calm, emotionally stable.
 10. Conventional, uncreative.
-

Note. Items taken from Gosling, Rentfrow, and Swann Jr. (2003). Responses were made on a seven-point scale ranging from “1 = strongly disagree” to “7 = strongly agree”.

Table C5

Given below are items that may or may not pertain to your attitude towards life.

Please choose the option that best describes you for each statement.

Desire for Novelty Scale

1. I wish something new and exciting would happen.
 2. I feel that life is boring.
 3. I wish I were doing something new and different.
 4. I wish for some major change in my life.
 5. I often feel that I am in a rut.
 6. I experience life as just the same old thing from day to day.
 7. I often wish life were more stimulating.
 8. I often feel that everything is tiresome and dull.
 9. I wish I could change places with someone who lived an exciting life.
 10. I often wish life were different than it is.
-

Note. Items taken from Pearson (1970). Responses were made by indicating “Like me” or “Unlike me”.

Table C6

Given below are items that indicate different aspects of creativity at work. These aspects may or may not pertain to you and your work environment. Please choose the option that best describes you for each statement.

Creative Potential and Practised Creativity Scale

Creative potential

1. I feel that I am good at generating novel ideas.
2. I have confidence in my ability to solve problems creatively.
3. I have a knack for further developing the ideas of others.
4. I am good at finding creative ways to solve problems.
5. I have the talent and skills to do well in my work.
6. I feel comfortable trying out new ideas.

Practised Creativity

7. I have opportunities to use my creative skills and abilities at work.
8. I am invited to submit ideas for improvements in the workplace.
9. I have the opportunity to participate on team(s).
10. I have the freedom to decide how my job tasks get done.
11. My creative abilities are used to my full potential at work.

Perceived Organizational Support

12. People are recognized for creative work in this organization.
13. Ideas are judged fairly in this organization.
14. People are encouraged to solve problems creatively in this organization.

15. This organization has a good mechanism for encouraging and developing creative ideas.
16. People are encouraged to take risks in this organization.
17. Rewards are given for innovative and creative ideas.

Note. Items taken from DiLiello and Houghton (2008). Responses were made on a five-point scale ranging from “1 = strongly disagree” to “5 = strongly agree”.

Table C7

Given below are items that may or may not pertain to how you feel about your job.

Please choose the option that best describes you for each statement.

Overall job satisfaction

1. I feel fairly satisfied with my present job.
2. Most days I am enthusiastic about my work.
3. Each day at work seems like it will never end.
4. I find real enjoyment in my work.
5. I consider my job to be rather unpleasant.

Note. Items taken from Judge et al. (2000). Responses were made on a seven-point scale ranging from “1 = strongly disagree” to “7 = strongly agree”.

Table C8

Given below are items that may or may not pertain to how you feel about your life.

Please choose the option that best describes you for each statement.

Satisfaction With Life Scale (SWLS)

1. In most ways my life is close to my ideal.
2. The conditions of my life are excellent.
3. I am satisfied with my life.
4. So far I have gotten the important things I want in my life
5. If I could live my life over, I would change almost nothing.

Note. Items taken from Diener et al. (1985). Responses were made on a seven-point scale ranging from “1 = strongly disagree” to “7 = strongly agree”.

Table C9

Given below are items that indicate social relationships. Please choose the option that

best describes you for each statement.

Power distance individual

1. I easily conform to the wishes of someone in a higher position than mine.
 2. It is difficult for me to refuse a request if someone senior asks me.
 3. I tend to follow orders without asking any questions.
 4. I find it hard to disagree with authority figures.
 5. I think a person's social status reflects his or her place in the society.
 6. I think it is important for everyone to know their rightful place in the society.
 7. It is difficult to interact with people from different social status than mine.
 8. Unequal treatment for different people is an acceptable way of life for me.
-

Note. Items taken from Sharma (2009). Responses were made on a seven-point scale ranging from "1 = strongly disagree" to "7 = strongly agree".

Table C10

The following statements are about the views of the society you live in. All statements are related to social relationships. Please rate the extent to which most people in your country would agree with the statements and not your personal opinion.

Power distance normative

1. Most people in my society easily conform to the wishes of someone in a higher position than themselves.
 2. It is difficult for most people in my society to refuse a request if someone senior asks them.
 3. Most people in my society tend to follow orders without asking any questions.
 4. Most people in my society find it hard to disagree with authority figures.
 5. Most people in my society think that a person's social status reflects his or her place in the society.
 6. Most people in my society think that it is important for everyone to know their rightful place in the society.
 7. For most people in my society it is difficult to interact with people from different social status than theirs.
 8. Unequal treatment for different people is an acceptable way of life for most people in my society.
-

Note. Items taken from Sharma (2009) and adapted in line with Fischer et al. (2010). Responses were made on a seven-point scale ranging from "1 = strongly disagree" to "7 = strongly agree".

Dear participant,

Many thanks for your participation in this study.

In this study, we are interested in how **people make changes to their work**. These changes can take many forms, some of them revolving around actually changing physical aspects of one's job (e.g., improving procedures, coming up with novel solutions to problems), but it can also concern seeing one's job in different ways. For instance, two teachers may engage very differently with their job depending on whether they focus on seeing their job as a contribution to the next generation of professionals in their society and thereby understand their everyday work as meaningful and rewarding.

Such changes are generally referred to as job crafting, and there is some evidence that it helps people do better at their jobs, and enhances satisfaction with their work. **We are interested in finding out who is more likely to craft their jobs and make changes to their work.**

This concerns differences between people in terms of their personality, their motivation to have chosen the job they are currently working in, but also creativity. For example, we expect that more creative individuals have an easier time coming up with ways to change their work place.

We are also interested in whether we find that people in different cultural contexts are similar or different in what helps them make changes to their work. We therefore conduct this study in India, Germany and several contexts in Latin America.

Every participant answered the same questions and we did not influence your responses. Instead, we were interested in your own opinions.

If you feel like you want to talk with someone about how you felt during the study or afterward, please contact Vishakha Pugalia, or the supervisor of this study at Tilburg University, Michael Bender.

You could also contact the Ethics Review Board of Tilburg School of Social and Behavioral Sciences or a crisis line; e.g., SNEHA in India (homepage: <http://www.snehaindia.org>).

In case there are any remaining questions, please feel free to contact us.

In the following, you also find the link for the lottery, if you want to participate. To complete the survey, you can just go on without participating in the lottery.

Thanks again for your participation,

Vishakha Pugalia, Tilburg University
Dorina Gottschlich, Tilburg University
Julia Rotzinger, Tilburg University

If you want to participate in the lottery please click on the link below to indicate your email address. A new window will pop-up, unconnected to the data you provided in this questionnaire. The two surveys are independent and the data of both cannot be linked, even by the researchers themselves. The addresses will not be passed on to third parties and will only be used for the purpose of the lottery. After the lottery, all addresses will be deleted.

If you do not want to participate in the lottery, please click next to finish the survey.

Lottery

If you want to participate in the lottery of **Amazon vouchers**, please insert your e-mail address. It allows us to notify you in the case of winning.

The total lottery amount of the Amazon lottery is 280€ and is divided into 7 x 10€, 6 x 15 € and 6 x 20€ **Amazon vouchers**. The Paypal lottery is not available in your country.

From the list of addresses, 19 addresses will be randomly selected. If you are the owner of one of the selected addresses, you will be notified and be given the voucher. The link access to your voucher will be provided to you via e-mail in July.

The two surveys are independent and the data of both cannot be linked, even by the researchers themselves. The address is saved separately from your responses. The address will not be passed through to third parties and will only be used for the purpose of the lottery. After the lottery, all addresses will be deleted.

After inserting the address, please press the arrow button below to ensure the saving of your address. Afterward, **please go back to the survey to finish it.**

Appendix D

German questionnaire

Liebe Teilnehmerin, lieber Teilnehmer,

Danke für Ihr Interesse an dieser Studie.

Ziel der Studie

Diese Studie wird von dem Fachbereich Sozialpsychologie der Universität Tilburg (Niederlande) durchgeführt und von der Universität Osnabrück (Deutschland) unterstützt. Ziel dieser Studie ist, verschiedene Aspekte von arbeitsbezogenen Verhalten und Persönlichkeitseigenschaften in Bezug auf unterschiedliche Kulturen zu untersuchen.

Da es keine richtigen und falschen Antworten gibt, möchten wir Sie bitten, wahrheitsgemäß zu antworten.

Teilnahme, Vorteile und Risiken

Die Teilnahme an dieser Forschungsstudie ist vollkommen freiwillig. Sie haben das Recht, jederzeit die Studie abzubrechen oder die Teilnahme vollständig abzulehnen. Falls Sie die Studie abbrechen möchten, schließen Sie einfach Ihren Internetbrowser. Die Risiken sind minimal für die Beteiligung an dieser Studie. Es ist sehr unwahrscheinlich, dass die Beantwortung der Fragen Sie emotional oder anderweitig beeinträchtigt.

Die Dauer der Studie beträgt ca. 20 Minuten.

Als kleines Dankeschön für Ihre Teilnahme haben Sie die Möglichkeit, an einem **Gewinnspiel** teilzunehmen. Hierbei können sie einen von 25 Gutscheinen gewinnen: 7 x 10€, 6 x 15€ und 12 x 20€. Die Gewinne werden in Form von Amazon oder PayPal Gutscheinen vergeben, abhängig von dem Land in dem Sie leben.

Wenn Sie an dem Gewinnspiel teilnehmen möchten, werden Sie am Ende der Befragung darum gebeten, Ihre E-Mail Adresse anzugeben. Von der Liste aller Adressen werden 25 Adressen zufällig ausgewählt. Falls Sie gewinnen sollten, werden Sie voraussichtlich im Juli benachrichtigt und der Gutschein wird über E-Mail bereitgestellt.

Da wir planen, ca. 1200 Personen zu befragen, ist die Gewinnchance ca. 1:50 oder besser.

Informationen, die sich auf das Gewinnspiel beziehen, werden getrennt von Ihren Daten der Befragung gespeichert.

Vertraulichkeit und Fragen

Alle Daten der Teilnehmenden bleiben anonym. Es wird keine Aufzeichnungen geben, die die gesammelten Daten mit Ihren persönlichen Daten verbindet, durch die Sie identifiziert werden könnten (z.B., Ihr Name, Adresse, E-Mail, etc.). Nachdem die Daten anonymisiert sind, könnten sie für Forscher über Datenarchive zugänglich sein

und für neue Forschungszwecke genutzt werden. Die Daten werden für 10 Jahre gespeichert.

Die Studie hat Zustimmung des zuständigen Ethikkomitees „Ethics Review Board of Tilburg School of Social and Behavioral Sciences“ (Code: EC-2017.EX99t).

Falls Sie irgendwelche Fragen bezüglich dieser Studie haben, können Sie Dorina Gottschlich kontaktieren oder den zuständigen Betreuer der Studie an der Universität Tilburg Michael Bender.

Falls Sie irgendwelche Anmerkungen oder Beschwerden bezüglich dieser Studie haben, können Sie außerdem das „Ethics Review Board of Tilburg School of Social and Behavioral Sciences“ kontaktieren.

- Ich habe die oben erwähnte Einverständniserklärung gelesen und stimme zu, an dieser Studie teilzunehmen.

Table D1

Bitte geben Sie die folgenden Angaben so exakt wie möglich an.

Demographics

1. Alter
 2. Beruf
 3. Dauer der Anstellung (Bitte runden Sie auf ganze Jahre)
 4. Jahre formaler Bildung (beginnend bei der Grundschule bis zum höchsten erreichten Bildungsabschluss)
 5. Anzahl Geschwister
 6. Nationalität
 7. Land des Hauptwohnsitzes
 8. Bitte geben Sie Ihr Geschlecht an.
 9. Wo würden Sie Ihre berufliche Position innerhalb Ihrer Organisation auf der folgenden Skala, welche von 0 bis 100 (100 ist das höchste) reicht, einordnen?
 10. Welcher sozialen Schicht würden Sie sich zuordnen?
-

Table D2

Im Folgenden finden Sie Aussagen, die verschiedene Veränderungen beschreiben, die man in eine Arbeitsumgebung einbringen kann. Diese Aussagen können mehr oder weniger auf Ihr Verhalten zutreffen. Bitte wählen Sie für jede Aussage die Antwortmöglichkeit, die Sie am besten beschreibt.

Job Crafting Questionnaire

1. Ich führe neue Ansätze ein, um meine Arbeit zu verbessern.
2. Ich ändere den Umfang oder die Art der Aufgaben, die ich bei der Arbeit erledige.
3. Ich führe neue Arbeitsaufgaben ein, die meiner Meinung nach besser zu meinen Fähigkeiten und Interessen passen.
4. Ich entscheide mich, zusätzliche Aufgaben bei der Arbeit zu übernehmen.
5. Ich ziehe Arbeitsaufgaben vor, die meinen Fähigkeiten oder Interessen entsprechen
6. Ich vermeide Vorgehensweisen, die nicht zu meiner Produktivität beitragen.
7. Ich vermeide Aufgaben, die mir nicht gefallen.
8. Ich denke darüber nach, wie mein Job meinem Leben Sinn gibt.
9. Ich erinnere mich selbst daran, dass meine Arbeit für den Erfolg des Unternehmens bedeutsam ist.
10. Ich erinnere mich selbst daran, dass meine Arbeit wichtig für die Allgemeinheit ist.
11. Ich denke über die Art und Weise nach wie meine Arbeit mein Leben positiv beeinflusst.
12. Ich denke über die Rolle nach, die meine Arbeit für mein gesamtes Wohlbefinden hat.
13. Ich habe selten das Gefühl, dass meine Arbeit bedeutungslos ist.
14. Ich vermeide es, über die negativen Folgen meiner Arbeit nachzudenken.
15. Ich bemühe mich, Menschen bei der Arbeit besser kennenzulernen.
16. Ich organisiere oder nehme an berufsbezogenen sozialen Veranstaltungen teil.
17. Ich organisiere spezielle Veranstaltungen am Arbeitsplatz (z.B. den Geburtstag einer/s Arbeitskollegen/in feiern).
18. Ich entscheide mich dafür, neue Mitarbeitende zu betreuen (offiziell oder inoffiziell).
19. Ich schließe Freundschaften mit Menschen bei der Arbeit, die ähnliche Fähigkeiten oder Interessen haben.
20. Ich organisiere meine Arbeit so, dass ich weniger Kontakt mit Menschen habe, deren Probleme mich emotional belasten.
21. Ich organisiere meine Arbeit so, dass ich weniger Kontakt mit Menschen habe, deren Erwartungen unrealistisch sind.

Note. Items taken and modified from Slemp and Vella-Brodrick (2014), Tims, Bakker and Derks (2012), and Slemp and Vella-Brodrick (2015) and translated into German. Responses were made on a six-point scale ranging from “1 = so gut wie nie” to “6 = sehr oft”.

Im Folgenden finden Sie Aussagen, die mehr oder weniger Ihre Wahrnehmung Ihrer Arbeit betreffen können. Bitte wählen Sie für jede Aussage die Antwortmöglichkeit, die Sie am besten beschreibt.

Multidimensional Calling Measure (MCM)

1. In meinem Beruf kann ich mich selbst verwirklichen.
2. Ich übe meinen Beruf leidenschaftlich gerne aus.
3. Ich identifiziere mich mit meinem Beruf.
4. Mit der Ausübung meines Berufs diene ich dem Wohl der Allgemeinheit.
5. Mit meinem Beruf trage ich dazu bei, dass die Welt zu einem besseren Ort wird.
6. Ich habe hohe moralisch Ansprüche hinsichtlich der Ausübung meines Berufes.
7. Eine innere Stimme leitet mich in der Ausübung meines Berufes.
8. Ich folge einem inneren Ruf, der meinen beruflichen Weg vorgibt.
9. Ich bin dazu bestimmt, genau den Beruf auszuüben, den ich habe.

Note. Items taken from Hagmaier and Abele (2012). Responses were made on a six-point scale ranging from “1 = starke Ablehnung” to “6 = starke Zustimmung”.

Table D4

Die folgenden Wörter beschreiben verschiedene Persönlichkeitseigenschaften, die mehr oder weniger gut zu Ihnen passen. Bitte wählen Sie für jede Beschreibung die Antwortmöglichkeit, die am besten auf Sie zutrifft.

Ten-Item Personality Inventory (TIPI)

1. Extravertiert, begeistert
2. Kritisch, streitsüchtig
3. Zuverlässig, selbstdiszipliniert
4. Ängstlich, leicht aus der Fassung zu bringen
5. Offen für neue Erfahrungen, vielschichtig
6. Zurückhaltend, still
7. Verständnisvoll, warmherzig
8. Unorganisiert, achtlos
9. Gelassen, emotional stabil
10. Konventionell, unkreativ

Note. Items taken from Muck, Hell, and Gosling (2007). Responses were made on a seven-point scale ranging from “1 = trifft überhaupt nicht zu” to “7 = trifft voll und ganz zu”.

Table D5

Im Folgenden finden Sie Aussagen, die Ihrer Einstellung zu Ihrem Leben entsprechen können oder nicht. Bitte wählen Sie für jede Aussage die Antwortmöglichkeit, die Sie am besten beschreibt.

Desire for Novelty Scale

1. Ich wünschte, etwas Neues und Aufregendes würde passieren.
 2. Ich empfinde das Leben als langweilig.
 3. Ich wünschte, ich würde etwas neues und anderes tun.
 4. Ich habe den Wunsch nach einer großen Veränderung in meinem Leben.
 5. Ich habe oft das Gefühl, dass ich im gleichen Trott bin.
 6. Ich empfinde das Leben tagtäglich monoton.
 7. Ich wünsche mir oft, das Leben wäre aufregender.
 8. Ich habe oft das Gefühl, dass alles ermüdend und eintönig ist.
 9. Ich wünschte, ich könnte mit jemandem tauschen, der ein aufregendes Leben führt.
 10. Ich wünsche mir oft, das Leben wäre anders als es ist.
-

Note. Items taken from Pearson (1970) and translated into German. Responses were made by indicating “trifft nicht auf mich zu” or “trifft auf mich zu”.

Table D6

Im Folgenden finden Sie Aussagen, die verschiedene Aspekte von Kreativität am Arbeitsplatz zeigen. Diese Aspekte können mehr oder weniger auf Sie und Ihre Arbeitsumgebung zutreffen. Bitte wählen Sie für jede Aussage die Antwortmöglichkeit, die Sie am besten beschreibt.

Creative Potential and Practised Creativity Scale

1. Ich denke, dass ich gut darin bin, neue Ideen zu entwickeln.
2. Ich habe Vertrauen in meine Fähigkeit, Probleme kreativ zu lösen.
3. Ich habe das Talent, Ideen anderer weiterzuentwickeln.
4. Ich bin gut darin, kreative Lösungswege für Probleme zu finden.
5. Ich habe das Talent und die Fähigkeiten, um meine Arbeit gut zu machen.
6. Ich fühle mich wohl dabei, neue Ideen auszuprobieren.
7. Ich habe bei meiner Arbeit die Möglichkeit, meine kreativen Kenntnisse und Fähigkeiten einzusetzen.
8. Ich werde ermutigt, Ideen zu Verbesserungen am Arbeitsplatz vorzuschlagen.
9. Ich habe die Möglichkeit, in Teams zu arbeiten.
10. Ich habe die Freiheit zu entscheiden, wie ich meine Arbeitsaufgaben erledige.

11. Meine kreativen Fähigkeiten werden bei meiner Arbeit vollkommen ausgeschöpft.
12. Die Mitarbeitenden dieses Unternehmens werden für ihre kreative Leistung gewürdigt.
13. Ideen werden in diesem Unternehmen gerecht beurteilt.
14. Mitarbeitende dieses Unternehmens werden ermutigt, Probleme kreativ zu lösen.
15. Dieses Unternehmen nutzt geeignete Methoden zur Förderung und Entwicklung kreativer Ideen.
16. Mitarbeitende dieses Unternehmens werden ermutigt, Risiken einzugehen.
17. Innovative und kreative Ideen werden belohnt.

Note. Items taken from DiLiello and Houghton (2008). Responses were made on a five-point scale ranging from “1 = starke Ablehnung” to “5 = starke Zustimmung”.

Table D7

Im Folgenden finden Sie Aussagen, die mehr oder weniger auf Ihre Empfindung bezüglich Ihres Jobs zutreffen können. Bitte wählen Sie für jede Aussage die Antwortmöglichkeit, die Sie am besten beschreibt.

Overall job satisfaction

1. Ich bin ziemlich zufrieden mit meiner derzeitigen Arbeitsstelle.
2. An den meisten Tagen bin ich von meiner Arbeit begeistert.
3. Jeder Tag auf der Arbeit scheint, als würde er niemals enden.
4. Ich empfinde wirkliche Freude an meiner Arbeit.
5. Ich betrachte meinen Job als eher unangenehm.

Note. Items taken from Judge et al. (2000) and translated into German. Responses were made on a seven-point scale ranging from “1 = starke Ablehnung” to “7 = starke Zustimmung”.

Table D8

Im Folgenden finden Sie Aussagen, die mehr oder weniger auf Ihre Empfindungen bezüglich Ihres Lebens zutreffen können. Bitte wählen Sie für jede Aussage die Antwortmöglichkeit, die Sie am besten beschreibt.

Satisfaction With Life Scale (SWLS)

1. In den meisten Punkten ist mein Leben meinem Ideal nahe.
2. Meine Lebensbedingungen sind hervorragend.
3. Ich bin zufrieden mit meinem Leben.

4. Ich habe bisher die wichtigen Dinge, die ich mir vom Leben wünsche, auch bekommen.
5. Wenn ich mein Leben noch einmal leben könnte, würde ich fast nichts ändern.

Note. Items taken from Diener (2009). Responses were made on a seven-point scale ranging from “1 = starke Ablehnung” to “7 = starke Zustimmung”.

Table D9

Im Folgenden finden Sie Aussagen, die sich auf soziale Beziehungen beziehen. Bitte wählen Sie für jede Aussage die Antwortmöglichkeit, die Sie am besten beschreibt.

Power distance individual

1. Ich füge mich leicht den Wünschen von jemandem in einer höheren Position.
2. Mir fällt es schwer eine Bitte abzulehnen wenn mich jemand fragt, der/die höher gestellt ist.
3. Ich neige dazu, Anweisungen zu folgen ohne Fragen zu stellen.
4. Mir fällt es schwer, Autoritätspersonen zu widersprechen.
5. Ich denke, dass der soziale Status einer Person ihren Platz in der Gesellschaft widerspiegelt.
6. Ich halte es für wichtig, dass jede/r ihren/seinen angemessenen Platz in der Gesellschaft kennt.
7. Mir fällt es schwer mit Personen umzugehen, die einen anderen sozialen Status haben als ich.
8. Ungleiche Behandlung verschiedener Personen ist eine akzeptable Lebenshaltung für mich.

Note. Items taken from Sharma (2009) and translated into German. Responses were made on a seven-point scale ranging from “1 = starke Ablehnung” to “7 = starke Zustimmung”.

Table D10

Die folgenden Aussagen beziehen sich auf die Ansichten der Gesellschaft in der Sie leben. Alle Aussagen beziehen sich auf soziale Beziehungen. Bitte bewerten Sie das Ausmaß, in dem die meisten Menschen, die im selben Land leben wie Sie, den Aussagen zustimmen würden und nicht Ihre eigene Meinung.

Power distance normative

1. Die meisten Menschen in meiner Gesellschaft fügen sich leicht den Wünschen von jemandem, der in einer höheren Position ist als sie selbst.

2. Den meisten Menschen in meiner Gesellschaft fällt es schwer, eine Bitte abzulehnen, wenn jemand fragt, der/die höher gestellt ist.
3. Die meisten Menschen in meiner Gesellschaft neigen dazu, Anweisungen zu folgen ohne Fragen zu stellen.
4. Den meisten Menschen in meiner Gesellschaft fällt es schwer, Autoritätspersonen zu widersprechen.
5. Die meisten Menschen in meiner Gesellschaft denken, dass der soziale Status einer Person ihren Platz in der Gesellschaft widerspiegelt.
6. Die meisten Menschen in meiner Gesellschaft halten es für wichtig, dass jede/r ihren/seinen angemessenen Platz in der Gesellschaft kennt.
7. Den meisten Menschen in meiner Gesellschaft fällt es schwer, mit Personen umzugehen, die einen anderen sozialen Status haben als sie selbst.
8. Ungleiche Behandlung von verschiedenen Personen ist eine akzeptable Lebenshaltung für die meisten Menschen in meiner Gesellschaft.

Note. Items taken from Sharma (2009) and adapted in line with Fischer et al. (2010) and translated into German. Responses were made on a seven-point scale ranging from “1 = starke Ablehnung” to “7 = starke Zustimmung”.

Liebe Teilnehmerin, lieber Teilnehmer,

vielen Dank, dass Sie an der Studie teilgenommen haben.

In dieser Studie waren wir daran interessiert, **wie Menschen Ihre Arbeit verändern.**

Diese Veränderungen können viele Formen annehmen. Manche von Ihnen betreffen tatsächliche Veränderungen von physischen Aspekten der Arbeit (z.B. Prozesse verbessern, neue Lösungen für Probleme vorschlagen), andere Formen beziehen sich darauf, dass man den Job auf verschiedene Arten betrachten kann. Beispielsweise können sich zwei Lehrer sehr unterschiedlich für ihren Job engagieren – abhängig davon, wie sehr sie ihren Beruf als Beitrag für die nächste Generation in ihrer Gesellschaft sehen. Durch den Fokus auf diesen Beitrag könnten sie ihre tägliche Arbeit als besonders bedeutend und lohnenswert empfinden.

Solche Veränderungen werden im Allgemeinen als „Job Crafting“ bezeichnet und es gibt einige Hinweise darauf, dass es den Menschen hilft, ihren Beruf besser auszuüben und dass es die Zufriedenheit mit ihrer Arbeit erhöht. **Wir sind daran interessiert, herauszufinden, wer eher seinen oder ihren Job gestaltet und seine oder ihre Arbeit verändert.**

Dies betrifft Unterschiede zwischen Menschen in Bezug auf Ihre Persönlichkeit, ihre Motivation bei der Wahl des aktuellen Jobs und auch Kreativität. Zum Beispiel erwarten wir, dass es kreativeren Menschen leichter fällt, sich neue Wege einfallen zu lassen, wie sie ihren Arbeitsplatz gestalten können.

Wir waren zudem daran interessiert, ob Menschen in verschiedenen Kulturkreisen sich darin ähneln oder unterscheiden, was ihnen hilft, Veränderungen am Arbeitsplatz einzubringen. Deshalb wird diese Studie in Indien, Deutschland und in verschiedenen Teilen Lateinamerikas durchgeführt.

Alle Teilnehmenden beantworteten die gleichen Fragen. Wir haben nicht versucht, Ihre Antworten zu beeinflussen, sondern waren an Ihrer eigenen Meinung interessiert.

Wenn Sie das Gefühl haben, dass Sie mit jemanden darüber sprechen möchten, wie Sie sich während oder nach der Studie gefühlt haben, kontaktieren Sie bitte Dorina Gottschlich oder den Betreuer der Studie an der Universität Tilburg Michael Bender. Sie können auch die Ethikkommission „Ethics Review Board of Tilburg School of Social and Behavioral Sciences“ oder die Telefonseelsorge (Homepage: <http://www.telefonseelsorge.de/>) kontaktieren. Sollten Sie noch Fragen haben, können Sie sich gerne an uns wenden.

Auf der folgenden Seite finden Sie auch den Link für das Gewinnspiel, falls Sie daran teilnehmen möchten. Um die Befragung zu beenden, können Sie einfach fortfahren ohne an dem Gewinnspiel teilzunehmen.

Nochmals vielen Dank für Ihre Teilnahme.

Dorina Gottschlich, Universität Tilburg & Universität Osnabrück
Julia Rotzinger, Universität Tilburg & Universität Osnabrück
Vishakha Pugalia, Universität Tilburg

Wenn Sie an der Verlosung von Amazon-Gutscheinen teilnehmen möchten, klicken Sie bitte auf den untenstehenden Link, um Ihre E-Mail-Adresse anzugeben. Ein neues Fenster wird sich öffnen, das nicht mit den Daten, die Sie in diesem Fragebogen angegeben haben, verbunden ist. Die beiden Umfragen sind unabhängig voneinander und die Daten von beiden können nicht miteinander verknüpft werden, auch nicht von den Forschern selbst.

Die Adressen werden nicht an Dritte weitergegeben und nur zum Zwecke der Verlosung verwendet. Nach der Verlosung werden alle Adressen gelöscht.

Wenn Sie nicht an der Verlosung teilnehmen möchten, klicken Sie bitte auf "Weiter", um die Umfrage zu beenden.

Lottery

Wenn Sie an der Verlosung von Amazon-Gutscheinen teilnehmen möchten, geben Sie bitte Ihre E-Mail-Adresse an. Es erlaubt uns, Sie im Falle eines Gewinns zu benachrichtigen.

Der gesamte Betrag der Verlosung ist 280€ und ist in 7 x 10€, 6 x 15€ und 2 x 20€ **Amazon Gutscheine** aufgeteilt. Die Paypal-Verlosung ist in Ihrem Land nicht verfügbar.

Aus der Liste aller Adressen werden 19 Adressen zufällig ausgewählt. Wenn Sie der Besitzer einer der ausgewählten Adressen sind, werden Sie benachrichtigt und Sie erhalten den Gutschein. Der Link zu dem Gutschein wird Ihnen im Juli per E-Mail zur Verfügung gestellt.

Die beiden Umfragen sind unabhängig voneinander und die Daten können nicht miteinander in Beziehung gebracht werden, auch nicht von den Forschern selbst. Die Adresse wird getrennt von Ihren Antworten gespeichert. Die Adresse wird nicht an Dritte weitergegeben und wird nur zum Zweck der Verlosung verwendet. Nach der Verlosung werden alle Adressen gelöscht.

Nachdem Sie die Adresse angegeben haben, drücken Sie bitte die Pfeiltaste um das Speichern Ihrer Adresse zu gewährleisten. Danach **gehen Sie bitte zurück zur Umfrage, um diese zu beenden.**

Appendix E

Spanish questionnaire

Queridos/as participantes:
Gracias por su interés en esta encuesta.

Objetivo de la encuesta

Esta encuesta se lleva a cabo por parte de la facultad de Psicología social de la Universidad de Tilburg en Holanda y está respaldada por la universidad de Osnabrück en Alemania. El objetivo de esta encuesta es estudiar diferentes aspectos relacionados con el comportamiento laboral y características personales en relación con diferentes culturas. Debido a que no hay respuestas correctas o erróneas, le solicitamos cordialmente que responda honestamente.

Participación, ventajas y riesgos

La participación en este estudio de investigación es completamente voluntaria. Usted tiene el derecho de abandonar en todo momento la encuesta o de negarse completamente a participar. En caso de que quiera abandonar la encuesta cierre simplemente la pestaña de su navegador de Internet.

Los riesgos para los participantes en esta encuesta son mínimos, es muy improbable, que el responder a las preguntas lo afecten emocionalmente o de alguna otra manera. La encuesta tiene una duración cercana a 20 minutos.

Al finalizar la encuesta usted puede ser participe en una lotería como gesto de nuestra gratitud. La lotería tiene como premio seis códigos de Paypal por un valor de 20 Euros cada uno. Para ser partícipe de la lotería deberá inscribir su dirección de correo electrónico al final de la encuesta. Los seis ganadores serán seleccionados aleatoriamente del listado de correos inscritos. En caso de ser uno de los ganadores, al ganador se le informará por escrito mediante correo electrónico, el cual incluirá el código que corresponde al premio. El sorteo se llevará a cabo a finales de Julio del 2018. En total esperamos 400 participantes para nuestro estudio, por tanto, el chance de ganar la lotería es de 1:50.

La información de su cuenta de Email será utilizada exclusivamente para la lotería, y no está vinculada de ninguna forma con las respuestas que usted aporte en el cuestionario.

Confidencialidad y preguntas

Todos los datos de los participantes quedan anónimos. No va a ver ningún archivo que relacione los datos recolectados con sus datos personales por medio de los cuales se le pudiera reconocer a usted (lo mismo en cuanto a su nombre, dirección, correo electrónico, etc.). Después de que los datos sean anonimizados puede que estos se le pongan a disposición a investigadores por medio de archivo de datos y este caso serán utilizados para propósito de nuevos estudios de investigación. Los datos se almacenarán por 10 años.

La presente investigación cuenta con la aprobación del Consejo de Ética de la Facultad de Ciencias Sociales y del Comportamiento de la Universidad de Tilburg, Holanda (código de aprobación: EC-2017.EX99t).

En caso de que tenga alguna pregunta en relación con esta encuesta puede contactar a Julia Rotzinger o al o al supervisor de este estudio en la Universidad de Tilburg, Michael Bender.

En caso de cualquier sugerencias o quejas en relación con esta encuesta puede además contactar a „Ethics Review Board of Tilburg School of Social and Behavioral Sciences“.

Declaro que:

- He leído y comprendido la información sobre la encuesta a la que se me invita participar. Por lo tanto, manifiesto que acepto participar voluntariamente respondiendo el cuestionario.

Table E1

Por favor ingrese los siguientes datos lo más exacto posible.

Demographics

1. Edad
 2. Profesión
 3. ¿Cuánto tiempo lleva trabajando en su actual compañía?
 4. Total de años cursados (desde la escuela primaria hasta el grado más alto obtenido)
 5. Número total de hermanos
 6. Nacionalidad
 7. País de residencia
 8. Por favor ingrese su género.
 9. En una escala de 0 a 100 (donde 100 es el máximo valor), ¿dónde ubicaría su puesto de trabajo dentro de la organización para la que trabaja?
 10. ¿A qué clase social considera usted que corresponde?
-

Table E2

A continuación, encontrará afirmaciones que describen diferentes cambios que se pueden aplicar en un entorno laboral. Estas afirmaciones pueden aplicarse más o menos a su actitud.

Por favor, elija para cada afirmación la opción de respuesta que mejor lo describa a usted.

Job Crafting Questionnaire

1. Propongo nuevos enfoques para mejorar mi trabajo.
2. Cambio el alcance o los tipos de tareas que completo en el trabajo.
3. En el trabajo propongo nuevas tareas que considero que se adaptan mejor a mis habilidades o intereses.
4. Me decido a asumir tareas adicionales en el trabajo.
5. Doy preferencia a tareas de trabajo que se adapten a mis habilidades o intereses.
6. Evito procedimientos que no aportan a mi productividad.
7. Evito tareas que no disfruto.
8. Pienso cómo mi trabajo le da un propósito a mi vida.
9. Me recuerdo a mí mismo la importancia que tiene mi trabajo para el éxito de la organización.
10. Me recuerdo a mí mismo la importancia de mi trabajo para la comunidad en general.
11. Pienso de qué maneras mi trabajo impacta positivamente mi vida.
12. Reflexiono sobre el papel que tiene mi trabajo para mi bienestar general.
13. Pocas veces siento que mi trabajo no tiene sentido.
14. Evito pensar en las consecuencias negativas de mi trabajo.
15. Me esfuerzo por conocer mejor a las personas con las que trabajo.
16. Organizo o asisto a eventos sociales relacionados con el trabajo.
17. Organizo eventos especiales en mi lugar de trabajo (p.ej. celebrando el cumpleaños de un compañero de trabajo).
18. Elijo ser mentor de nuevos empleados (de manera formal o informal).
19. Me hago amigo de personas del trabajo que tienen habilidades o intereses similares.
20. Organizo mi trabajo para tratar de minimizar el contacto con personas cuyos problemas me afectan emocionalmente.
21. Organizo mi trabajo para minimizar el contacto con personas cuyas expectativas no son realistas.

Note. Items taken and modified from Slemp and Vella-Brodrick (2014), Tims, Bakker and Derks (2012), and Slemp and Vella-Brodrick (2015) and translated into Spanish. Responses were made on a six-point scale ranging from “1 = casi nunca” to “6 = muy seguido”.

A continuación, encontrará afirmaciones que se refieren a la percepción de su trabajo.

Por favor, elija para cada afirmación la opción de respuesta que mejor lo describa a usted.

Multidimensional Calling Measure (MCM)

1. En mi profesión me puedo realizar y darme cuenta de mí mismo.
 2. Yo practico mi profesión apasionadamente.
 3. Yo me identifico con mi profesión.
 4. Con la práctica de mi profesión apporto al bienestar de los demás.
 5. Con mi profesión contribuyo a que el mundo sea un lugar mejor.
 6. Tengo altos valores morales con respecto al ejercicio de mi profesión.
 7. Una voz interna me guía en la practica de mi profesión.
 8. Yo sigo una llamada interna que marca mi camino profesional.
 9. Yo estoy destinado a ejercer la profesión que tengo.
-

Note. Items taken from Hagmaier and Abele (2012) and translated into Spanish. Responses were made on a six-point scale ranging from “1 = completamente en desacuerdo” to “6 = completamente de acuerdo”.

Table E4

Las siguientes palabras describen diferentes características personales que más o menos se adaptan a usted. Por favor, elija para cada afirmación la opción de respuesta que mejor lo describa a usted.

Me veo a mi mismo/a como a una persona...

Ten-Item Personality Inventory (TIPI)

1. Extravertida, entusiasta.
 2. Colérica, discutidora.
 3. Fiable, auto-disciplinada.
 4. Ansiosa, fácilmente alterable.
 5. Abierta a nuevas experiencias, polifacética.
 6. Reservada, callada.
 7. Comprensiva, amable.
 8. Desorganizada, descuidada.
 9. Serena, emocionalmente estable.
 10. Tradicional, poco imaginativa.
-

Note. Items taken from Renau, Oberst, Gosling, Rusiñol and Chamarro (2013). Responses were made on a seven-point scale ranging from “1 = no se aplica en absoluto” to “7 = se aplica en absoluto”.

Table E5

A continuación, encontrara afirmaciones que pueden corresponder a su mentalidad de vida. Por favor, elija para cada afirmación la opción de respuesta que mejor lo describa a usted.

Desire for Novelty Scale

1. Deseo que algo nuevo y emocionante pase en mi vida.
2. Siento que mi vida es aburrida.
3. Desearía estar haciendo algo nuevo y diferente.
4. Deseo un cambio importante en mi vida.
5. A menudo siento que estoy en la misma rutina.
6. Siento que mi vida es lo mismo día tras día.
7. A menudo desearía que mi vida fuera más excitante.
8. A menudo siento que todo es tedioso y aburrido.
9. Desearia poder cambiar con alguien que viva una vida emocionante.
10. Muchas veces desearía que mi vida fuera diferente de lo que es.

Note. Items taken from Pearson (1970) and translated into Spanish. Responses were made by indicating “se aplica para mi” or “no se aplica para mi”.

Table E6

A continuación, encontrará afirmaciones que muestran diferentes aspectos de creatividad en su lugar de trabajo. Estas afirmaciones pueden aplicarse más o menos a usted y a su situación laboral. Por favor escoja por cada afirmación la respuesta que mejor lo describa a usted.

Creative Potential and Practised Creativity Scale

1. Creo que soy bueno/a generando ideas innovadoras.
2. Tengo confianza en mi capacidad para solucionar problemas de forma creativa.
3. Tengo la habilidad de desarrollar más a fondo las ideas de los demás.
4. Soy bueno/a a la hora de encontrar maneras creativas de resolver problemas.
5. Cuento con talento y habilidades para hacer bien mi trabajo.
6. Me siento cómodo/a probando ideas nuevas.
7. En el trabajo tengo oportunidad de usar mis habilidades y capacidades creativas.
8. En el trabajo me invitan a que presente ideas de mejora.
9. Tengo la oportunidad de participar en equipos.
10. Tengo libertad para decidir cómo llevar a cabo mis tareas.
11. En el trabajo mis capacidades creativas se aprovechan al máximo.

12. En mi organización se reconoce el trabajo creativo.
13. Mi organización juzga las ideas de un modo justo.
14. En mi organización se anima a la gente a resolver los problemas de forma creativa.
15. Mi organización cuenta con buenos mecanismos para fomentar y desarrollar las ideas creativas.
16. En mi organización se anima a la gente a asumir riesgos.
17. Las ideas innovadoras y creativas se recompensan.

Note. Items taken from Boada-Grau et al. (2014). Responses were made on a five-point scale ranging from “1 = completamente en desacuerdo” to “5 = completamente de acuerdo”.

Table E7

A continuación, encontrará afirmaciones que pueden aplicarse más o menos a su percepción de su trabajo. Por favor, elija para cada afirmación la opción de respuesta que mejor lo describa a usted.

Overall job satisfaction

1. Me siento bastante satisfecho/a con mi trabajo actual.
2. La mayoría de días siento entusiasmo por mi trabajo.
3. Cada día en el trabajo parece que nunca terminará.
4. Encuentro realmente placer en mi trabajo.
5. Me siento insatisfecho/a con mi trabajo.

Note. Items taken from Judge et al. (2000) and translated into Spanish. Responses were made on a seven-point scale ranging from “1 = completamente en desacuerdo” to “7 = completamente de acuerdo”.

Table E8

A continuación, encontrará afirmaciones que pueden aplicarse más o menos a su percepción de su vida. Por favor, elija para cada afirmación la opción de respuesta que mejor lo describa a usted.

Satisfaction With Life Scale (SWLS)

1. En la mayoría de las cosas, mi vida está cerca de mi ideal.
2. Las condiciones de vida son excelentes.
3. Estoy satisfecho/a con mi vida.
4. Hasta ahora, he conseguido las cosas que para mí son importantes en la vida.
5. Si volviese a nacer, no cambiaría casi nada de mi vida.

Note. Items taken from Diener (2009). Responses were made on a seven-point scale ranging from “1 = completamente en desacuerdo” to “7 = completamente de acuerdo”.

Table E9

A continuación, encontrará afirmaciones que indican relaciones sociales. Por favor, elija para cada afirmación la opción de respuesta que mejor lo describa a usted.

Power distance individual

1. Me conformo fácilmente con los deseos de quién se encuentre en una posición más alta que la mía.
2. Me es difícil rechazar una solicitud dada por alguien con un rango mayor.
3. Tiendo a cumplir órdenes sin hacer ninguna pregunta al respecto.
4. Me es difícil estar en desacuerdo con personas de mayor autoridad.
5. Pienso que el estatus social de una persona refleja su puesto en la sociedad.
6. Considero que es importante para cada persona saber cuál es su lugar debido en la sociedad.
7. Es difícil interactuar con personas que se encuentran en un estatus social distinto al mío.
8. El tratar con desigualdad a personas diferentes es una forma de vida aceptable para mí.

Note. Items taken from Sharma (2009) and translated into Spanish. Responses were made on a seven-point scale ranging from “1 = completamente en desacuerdo” to “7 = completamente de acuerdo”.

Table E10

Las siguientes afirmaciones se refieren a percepciones generales de la sociedad en la que usted vive. Todas las afirmaciones se refieren a relaciones sociales. Por favor evalúe en qué grado la mayoría de las personas en su país aprobarían estas afirmaciones y no su opinión personal.

Power distance normative

1. La mayoría de las personas en mi sociedad se conforman fácilmente con seguir los deseos de quién esté en una posición más alta.
2. Es difícil para la mayoría de las personas en mi sociedad rechazar una solicitud dada por alguien con un rango mayor.
3. La mayoría de las personas en mi sociedad tienden a seguir órdenes sin hacer preguntas.

4. La mayoría de las personas en mi sociedad tienden a tener dificultades para demostrar desacuerdo con personas de mayor autoridad.
5. La mayoría de las personas en mi sociedad piensan que el estatus social de alguien refleja su puesto en la sociedad.
6. La mayoría de las personas en mi sociedad piensan que es importante para cada quien saber cuál es su lugar debido en la sociedad.
7. La mayoría de las personas en mi sociedad tienden a tener dificultades para interactuar con quienes poseen un estatus social distinto al propio.
8. El tratar con desigualdad a personas diferentes, tiende a ser aceptado fácilmente en mi sociedad.

Note. Items taken from Sharma (2009) and adapted in line with Fischer et al. (2010) and translated into Spanish. Responses were made on a seven-point scale ranging from “1 = completamente en desacuerdo” to “7 = completamente de acuerdo”.

Estimado participante:

Muchas gracias por su participación en este estudio.

En este estudio, estamos interesados en **cómo las personas han realizado cambios en su trabajo**. Estos cambios pueden adoptar diversas formas, algunas de las cuales giran en torno a los aspectos físicos del propio trabajo (por ejemplo, la mejora de procedimientos, la búsqueda de soluciones innovadoras a problemas), pero también pueden referirse a diferentes percepciones del trabajo. Por ejemplo, dos profesores pueden comprometerse de manera muy diferente con su trabajo dependiendo de si consideran su trabajo como una contribución a la próxima generación de profesionales y, por lo tanto, entienden su trabajo diario como significativo y gratificante.

Estos cambios se conocen generalmente como “job crafting”, y existe evidencia acerca de un desempeño más alto y mayor índice de satisfacción laboral. **Estamos interesados en saber quién es más propenso a realizar cambios en su trabajo.**

Esto se refiere a las diferencias entre las personas en cuanto a su personalidad, la motivación de haber elegido el trabajo en el que están trabajando actualmente, pero también a la creatividad. Por ejemplo, esperamos que a las personas más creativas les resulte más fácil encontrar formas de cambiar su lugar de trabajo.

También nos interesa saber si las personas en diferentes contextos culturales presentan similitudes o diferencias que les ayude a hacer cambios en su trabajo. Por lo tanto, realizamos este estudio en India, Alemania y en varios países de América Latina.

Todos los participantes respondieron a la misma serie de preguntas y no influimos en sus respuestas. En cambio, nuestro interés es su opinión.

Si usted desea hablar con alguien sobre cómo se sintió durante el estudio o después, por favor contacte a Julia Rotzinger, o al

supervisor de este estudio en la Universidad de Tilburg, Michael Bender.

También puede ponerse en contacto con la Junta de Revisión de Ética de la Escuela de Ciencias Sociales y del Comportamiento de Tilburg o una línea de crisis; por ejemplo, El Teléfono de Esperanza (página de web: <http://www.telefonodelaesperanza.org/donde-estamos>).

En caso de que haya alguna pregunta pendiente, no dude en ponerse en contacto con nosotros.

A continuación, también encontrará el enlace para la lotería, si desea participar. Para completar la encuesta, usted puede continuar sin participar en la lotería.

Reiteramos nuestro agradecimiento por su participación,

Julia Rotzinger, Universidad de Tilburg
Dorina Gottschlich, Universidad de Tilburg
Vishakha Pugalia, Universidad de Tilburg

Para ser participé de la lotería por favor dar click al link que aparece abajo en la pantalla, será dirigido a una nueva ventana en la cual deberá indicar su dirección de correo electrónico. Tenga en cuenta que esta nueva ventana no estará vinculada con el actual cuestionario, por tanto, las respuestas aquí depositadas no podrán ser relacionadas de ninguna manera con su correo electrónico. Su dirección de correo electrónico no será transmitida a terceros y es solamente será utilizada para la lotería. Una vez seleccionados los ganadores se borrarán todos los correos electrónicos obtenidos.

En caso de no querer participar en la lotería, por favor seleccione continuar para finalizar la encuesta.

Lottery

En caso de que usted quiera participar en la lotería de seis **códigos de Paypal**, introduzca por favor su dirección de correo electrónico, para que en caso de que usted gane le podamos notificar.

El valor total de todos los cupones es de 120 Euros. Se rifarán 6 cupones con un valor de 20 euros por cupón.

De la lista de todos los correos electrónicos se escogerán de forma aleatoria 6 correos electrónicos. En caso de que esté en posesión de uno de los correos electrónicos escogidos le notificaremos y usted recibirá su premio respectivo. El Link para su cupón se le pondrá a disposición por medio de su correo electrónico a finales de Julio del 2018.

Las dos encuestas son independientes y los datos de ambos no pueden ser vinculados, incluso por los mismos investigadores. Los correos electrónicos se almacenarán

separados de sus respuestas. Su dirección de correo electrónico no será transmitida a terceros y es solamente será utilizada para la lotería. Después de la lotería todos los correos electrónicos serán eliminados.

Después de indicar la dirección de correo, por favor seleccione continuar para finalizar la encuesta. Después, **por favor regrese a la encuesta para terminarla.**

Appendix F

Spanish translation and backtranslation

Table F1

Job crafting

Original item	Spanish translation	Backtranslation
I introduce new approaches to improve my work.	Propongo nuevos enfoques para mejorar mi trabajo.	I introduce new approaches to improve my work.
I change the scope or types of tasks that I complete at work.	Cambio el alcance o los tipos de tareas que completo en el trabajo.	I change the scope or types of tasks I complete at work.
I introduce new work tasks that I think better suit my skills or interests.	En el trabajo propongo nuevas tareas que considero que se adaptan mejor a mis habilidades o intereses.	At my job, I propose new tasks that I consider to be better adapted to my abilities or interests.
I choose to take on additional tasks at work.	Me decido a asumir tareas adicionales en el trabajo.	I take on additional tasks at work.
I give preference to work tasks that suit my skills or interests.	Doy preferencia a tareas de trabajo que se adapten a mis habilidades o intereses.	I give preference to work tasks that suit my abilities or interests.
I avoid procedures that do not add to my productivity.	Evito procedimientos que no aportan a mi productividad.	I avoid procedures that do not contribute my productivity.
I avoid tasks that I do not enjoy.	Evito tareas que no disfruto.	I avoid tasks that I do not enjoy.
I think about how my job gives my life purpose.	Pienso cómo mi trabajo le da un propósito a mi vida.	I think how my work gives my life a purpose.
I remind myself about the significance my work has for the success of the organisation.	Me recuerdo a mí mismo la importancia que tiene mi trabajo para el éxito de la organización.	I remind myself of the importance of my work for the success of the organization.
I remind myself of the importance of my work	Me recuerdo a mí mismo la importancia de mi trabajo	I remind myself of the importance of my work

for the broader community.	para la comunidad en general.	for the community in general.
I think about the ways in which my work positively impacts my life.	Pienso de qué maneras mi trabajo impacta positivamente mi vida.	I think in what ways my work positively impacts my life.
I reflect on the role my job has for my overall well-being.	Reflexiono sobre el papel que tiene mi trabajo para mi bienestar general.	I reflect on the role of my work for my general well-being.
I hardly feel that my work is meaningless.	Pocas veces siento que mi trabajo no tiene sentido.	I rarely feel that my work does not make sense.
I avoid thinking about the negative consequences of my work.	Evito pensar en las consecuencias negativas de mi trabajo.	I avoid thinking about the negative consequences of my work.
I make an effort to get to know people well at work.	Me esfuerzo por conocer mejor a las personas con las que trabajo.	I strive to know the people I work with better.
I organise or attend work related social functions.	Organizo o asisto a eventos sociales relacionados con el trabajo.	I organize or attend social events related to work.
I organise special events in the workplace (e.g., celebrating a co-worker's birthday).	Organizo eventos especiales en mi lugar de trabajo (p.ej. celebrando el cumpleaños de un compañero de trabajo).	I organize special events at my place of work (example- celebrating a co-worker's birthday).
I choose to mentor new employees (officially or unofficially).	Elijo ser mentor de nuevos empleados (de manera formal o informal).	I choose to mentor new employees (formally or informally).
I make friends with people at work who have similar skills or interests.	Me hago amigo de personas del trabajo que tienen habilidades o intereses similares.	I make new friends with people at work who have similar skills or interests.
I manage my work so that I try to minimize contact with people whose problems affect me emotionally.	Organizo mi trabajo para tratar de minimizar el contacto con personas cuyos problemas me afectan emocionalmente.	I organize my work to try to minimize contact with people whose problems affect me emotionally.
I organize my work so as to minimize contact with people whose	Organizo mi trabajo para minimizar el contacto con personas cuyas	I organize my work to minimize contact with people whose

expectations are unrealistic.

expectativas no son realistas

expectations are unrealistic

Table F2

Overall job satisfaction

Original item	Spanish translation	Backtranslation
I feel fairly satisfied with my present job.	Me siento bastante satisfecho/a con mi trabajo actual.	I feel satisfied with my current job.
Most days I am enthusiastic about my work.	La mayoría de días siento entusiasmo por mi trabajo.	Most days I feel enthusiasm for my work.
Each day at work seems like it will never end.	Cada día en el trabajo parece que nunca terminará.	Every day at work it seems that it will never end.
I find real enjoyment in my work.	Encuentro realmente placer en mi trabajo.	I find real pleasure in my work.
I consider my job to be rather unpleasant.	Me siento insatisfecho/a con mi trabajo.	I feel dissatisfied with my work.

Table F3

Desire for Novelty Seeking Scale

Original item	Spanish translation	Backtranslation
I wish something new and exciting would happen.	Deseo que algo nuevo y emocionante pase en mi vida.	I wish something new and exciting happened in my life.
I feel that life is boring.	Siento que mi vida es aburrida.	I feel that my life is boring.
I wish I were doing something new and different.	Desearía estar haciendo algo nuevo y diferente.	I wish I was doing something new and different.
I wish for some major change in my life.	Deseo un cambio importante en mi vida.	I want a major change in my life.

I often feel that I am in a rut.	A menudo siento que estoy en la misma rutina .	I often feel that my life is routine.
I experience life as just the same old thing from day to day.	Siento que mi vida es lo mismo día tras día.	I feel like my life was the same day after day.
I often wish life were more stimulating.	A menudo desearía que mi vida fuera más excitante.	I often wish my life was more exciting.
I often feel that everything is tiresome and dull.	A menudo siento que todo es tedioso y aburrido.	I often feel that everything is tedious and boring.
I wish I could change places with someone who lived an exciting life.	Desearia poder cambiar con alguien que viva una vida emocionante.	I wish I could change places with someone who lives an exciting life.
I often wish life were different than it is.	Muchas veces desearía que mi vida fuera diferente de lo que es.	Many times I wish my life were different from what it is.

Table F4

Power distance

Original item	Spanish translation	Backtranslation
I easily conform to the wishes of someone in a higher position than mine.	Me conformo fácilmente con los deseos de quien se encuentre en una posición más alta que la mía.	I easily conform to the wishes of those who are in a position higher than mine.
It is difficult for me to refuse a request if someone senior asks me.	Me es difícil rechazar una solicitud dada por alguien con un rango mayor.	It is difficult for me to reject an application given by someone with a higher rank.
I tend to follow orders without asking any questions.	Tiendo a cumplir órdenes sin hacer ninguna pregunta al respecto.	I tend to follow orders without asking any questions about it.
I find it hard to disagree with authority figures.	Me es difícil estar en desacuerdo con personas de mayor autoridad.	It is difficult for me to disagree with people of greater authority.

I think a person's social status reflects his or her place in the society.	Pienso que el estatus social de una persona refleja su puesto en la sociedad.	I think that the social status of a person reflects his position in society.
I think it is important for everyone to know their rightful place in the society.	Considero que es importante para cada persona saber cual es su lugar debido en la sociedad.	I consider it important for each person to know what their place in society is.
It is difficult to interact with people from different social status than mine.	Es difícil interactuar con personas que se encuentran en un estatus social distinto al mío.	It is difficult to interact with people who are in a social status different from mine.
Unequal treatment for different people is an acceptable way of life for me.	El tratar con desigualdad a personas diferentes es una forma de vida aceptable para mí.	I tend to accept with ease, dealing with inequality to people different from me.
Most people in my society easily conform to the wishes of someone in a higher position than themselves.	La mayoría de las personas en mi sociedad se conforman fácilmente a seguir los deseos de quien esté en una posición más alta.	Most people in my society are easily satisfied to follow the wishes of whoever is in a higher position.
It is difficult for most people in my society to refuse a request if someone senior asks them.	Es difícil para la mayoría de las personas en mi sociedad rechazar una solicitud dada por alguien de un rango mayor.	It is difficult for most people in my society to reject an order given by someone of a higher rank.
Most people in my society tend to follow orders without asking any questions.	La mayoría de las personas en mi sociedad tienden a seguir órdenes sin hacer preguntas.	Most people in my society tend to follow orders without questions.
Most people in my society find it hard to disagree with authority figures.	La mayoría de las personas en mi sociedad tienden a tener dificultades para demostrar desacuerdo con personas de mayor autoridad.	Most people in my society tend to have difficulty in showing disagreement with people of higher authority.
Most people in my society think that a	La mayoría de las personas en mi sociedad	Most people in my society think that someone's social

person's social status reflects his or her place in the society.	piensan que el estatus social de alguien refleja su puesto en la sociedad.	status reflects their position in society.
Most people in my society think that it is important for everyone to know their rightful place in the society.	La mayoría de las personas en mi sociedad piensan que es importante para cada quien saber cual es su lugar debido en la sociedad.	The majority of people in my society think that it is important for everyone to know their correct place in society.
For most people in my society it is difficult to interact with people from different social status than theirs.	La mayoría de las personas en mi sociedad tienden a tener dificultades para interactuar con quienes poseen un estatus social distinto al propio.	Most people in my society tend to have difficulty interacting with those who have a social status other than their own.
Unequal treatment for/towards different people is an acceptable way of life for most people in my society.	El tratar con desigualdad a personas diferentes, tiende a ser aceptado facilmente en mi sociedad.	Treating different people with inequality tends to be easily accepted in my society.

Table F5

Calling

Original item	Spanish translation	Backtranslation
In meinem Beruf kann ich mich selbst verwirklichen.	En mi profesión me puedo realizar y darme cuenta de mí mismo.	In meinem Beruf kann ich mich selbst verwirklichen.
Ich übe meinen Beruf leidenschaftlich gerne aus.	Yo practico mi profesión apasionadamente.	Ich übe meinen Beruf leidenschaftlich aus.
Ich identifiziere mich mit meinem Beruf.	Yo me identifico con mi profesión.	Ich identifiziere mich mit meinem Beruf.
Mit der Ausübung meines Berufs diene ich dem Wohl der Allgemeinheit.	Con la práctica de mi profesión apporto a el bienestar de los demás .	Durch die Ausübung meines Berufes trage ich zu dem Wohlbefinden anderer bei.

Mit meinem Beruf trage ich dazu bei, dass die Welt zu einem besseren Ort wird.

Con mi profesión contribuyo a que el mundo sea un lugar mejor.

Mit meinem Beruf trage ich dazu bei, dass die Welt ein besserer Ort wird.

Ich habe hohe moralische Ansprüche hinsichtlich der Ausübung meines Berufes.

Tengo altos valores morales con respecto al ejercicio de mi profesión.

Ich habe hohe moralische Werte im Bezug auf die Ausübung meines Berufes.

Eine innere Stimme leitet mich in der Ausübung meines Berufes.

Una voz interna me guía en la practica de mi profesión.

Eine innere Stimme lenkt mich bei der Ausübung meines Berufes.

Ich folge einem inneren Ruf, der meinen beruflichen Weg vorgibt.

Yo sigo una llamada interna la cual me guía en mi profesión.

Ich folge einem inneren Ruf, der mich in meinem Beruf lenkt.

Ich bin dazu bestimmt, genau den Beruf auszuüben, den ich habe.

Yo estoy destinado a ejercer la profesión que tengo.

Ich bin dazu berufen den Beruf auszuüben, den ich habe.

Appendix G

German translation and backtranslation

Table G1

Job crafting

Original item	German translation	Backtranslation
I introduce new approaches to improve my work.	Ich führe neue Ansätze ein, um meine Arbeit zu verbessern.	I introduce new approaches to improve my work.
I change the scope or types of tasks that I complete at work.	Ich ändere den Umfang oder die Art der Aufgaben, die ich bei der Arbeit erledige.	I change the scope or the kind of tasks that I am doing at work.
I introduce new work tasks that I think better suit my skills or interests.	Ich führe neue Arbeitsaufgaben ein, die meiner Meinung nach besser zu meinen Fähigkeiten und Interessen passen.	I introduce new tasks that according to me fit better my skills and interests.
I choose to take on additional tasks at work.	Ich entscheide mich, zusätzliche Aufgaben bei der Arbeit zu übernehmen.	I decide to undertake additional tasks at work.
I give preference to work tasks that suit my skills or interests.	Ich ziehe Arbeitsaufgaben vor, die meinen Fähigkeiten oder Interessen entsprechen.	I prefer tasks that meet my skills or interests.
I avoid procedures that do not add to my productivity.	Ich vermeide Vorgehensweisen, die nicht zu meiner Produktivität beitragen.	I avoid procedures that do not contribute to my productivity.
I avoid tasks that I do not enjoy.	Ich vermeide Aufgaben, die mir nicht gefallen.	I avoid tasks that I do not like.
I think about how my job gives my life purpose.	Ich denke darüber nach, wie mein Job meinem Leben Sinn gibt.	I think about how my job gives my life purpose.

I remind myself about the significance my work has for the success of the organisation.	Ich erinnere mich selbst daran, dass meine Arbeit für den Erfolg des Unternehmens bedeutsam ist.	I remind myself about the meaning my work has for the success of the organisation.
I remind myself of the importance of my work for the broader community.	Ich erinnere mich selbst daran, dass meine Arbeit wichtig für die Allgemeinheit ist.	I remind myself about the meaning of my work for the community.
I think about the ways in which my work positively impacts my life.	Ich denke über die Art und Weise nach wie meine Arbeit mein Leben positiv beeinflusst.	I think about the ways in which my work positively affects my life.
I reflect on the role my job has for my overall well-being.	Ich denke über die Rolle nach, die meine Arbeit für mein gesamtes Wohlbefinden hat.	I reflect on the role that my work has for my overall well-being.
I hardly feel that my work is meaningless.	Ich habe selten das Gefühl, dass meine Arbeit bedeutungslos ist.	I hardly feel that my work is meaningless.
I avoid thinking about the negative consequences of my work.	Ich vermeide es, über die negativen Folgen meiner Arbeit nachzudenken.	I avoid thinking about the negative consequences of my work.
I make an effort to get to know people well at work.	Ich bemühe mich, Menschen bei der Arbeit besser kennenzulernen.	I make an effort to become acquainted with people at work.
I organise or attend work related social functions.	Ich organisiere oder nehme an berufsbezogenen sozialen Veranstaltungen teil.	I organise or attend work-related social events.
I organise special events in the workplace (e.g., celebrating a co-worker's birthday).	Ich organisiere spezielle Veranstaltungen am Arbeitsplatz (z.B. den Geburtstag einer/s Arbeitskollegen/in feiern).	I organize special events at my workplace (e.g., celebrating a colleague's birthday).
I choose to mentor new employees (officially or unofficially).	Ich entscheide mich dafür, neue Mitarbeitende zu betreuen (offiziell oder inoffiziell).	I decide to mentor new employees (officially or unofficially).

I make friends with people at work who have similar skills or interests.	Ich schließe Freundschaften mit Menschen bei der Arbeit, die ähnliche Fähigkeiten oder Interessen haben.	I make friends with people at work who has similar skills or interests.
I manage my work so that I try to minimize contact with people whose problems affect me emotionally.	Ich organisiere meine Arbeit so, dass ich weniger Kontakt mit Menschen habe, deren Probleme mich emotional belasten.	I organize my work so that I try to minimize contact with people whose problems affect me emotionally.
I organize my work so as to minimize contact with people whose expectations are unrealistic.	Ich organisiere meine Arbeit so, dass ich weniger Kontakt mit Menschen habe, deren Erwartungen unrealistisch sind.	I organize my work so that I try to minimize contact with people whose expectations are unrealistic.

Table G2

Overall job satisfaction

Original item	German translation	Backtranslation
I feel fairly satisfied with my present job.	Ich bin ziemlich zufrieden mit meiner derzeitigen Arbeitsstelle.	I am fairly satisfied with my current job.
Most days I am enthusiastic about my work.	An den meisten Tagen bin ich von meiner Arbeit begeistert.	Most days I am enthusiastic about my work.
Each day at work seems like it will never end.	Jeder Tag auf der Arbeit scheint, als würde er niemals enden.	Each day a work seems as it would never end.
I find real enjoyment in my work.	Ich empfinde wirkliche Freude an meiner Arbeit.	I take real delight in my work.
I consider my job to be rather unpleasant.	Ich betrachte meinen Job als eher unangenehm.	I consider my job as fairly unpleasant.

Table G3

Desire for Novelty Seeking Scale

Original item	German translation	Backtranslation
I wish something new and exciting would happen.	Ich wünschte, etwas Neues und Aufregendes würde passieren.	I wish something new and exciting would happen.
I feel that life is boring.	Ich empfinde das Leben als langweilig.	I experience life as boring.
I wish I were doing something new and different.	Ich wünschte, ich würde etwas neues und anderes tun.	I wish I were doing something new and different.
I wish for some major change in my life.	Ich habe den Wunsch nach einer großen Veränderung in meinem Leben.	I wish for a a big change in my life.
I often feel that I am in a rut.	Ich habe oft das Gefühl, dass ich im gleichen Trott bin.	I often feel that I am in a rut.
I experience life as just the same old thing from day to day.	Ich empfinde das Leben tagtäglich als monoton.	I experience life as monotonous every day.
I often wish life were more stimulating.	Ich wünsche mir oft, das Leben wäre aufregender.	I often wish life was more stimulating.
I often feel that everything is tiresome and dull.	Ich habe oft das Gefühl, dass alles ermüdend und eintönig ist.	I often feel that everything is tiresome and dull.
I wish I could change places with someone who lived an exciting life.	Ich wünschte, ich könnte mit jemandem tauschen, der ein aufregendes Leben führt.	I wish I could change place with someone who lived an exiting life.
I often wish life were different than it is.	Ich wünsche mir oft, das Leben wäre anders als es ist.	I often wish life was different than it is.

Table G4

Power distance

Original item	German translation	Backtranslation
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I easily conform to the wishes of someone in a higher position than mine.	Ich füge mich leicht den Wünschen von jemandem in einer höheren Position.	I easily conform to wishes of someone in a higher position than mine.
It is difficult for me to refuse a request if someone senior asks me.	Mir fällt es schwer eine Bitte abzulehnen, wenn mich jemand fragt, der höher gestellt ist.	It is difficult for me to reject a request if someone senior asks me.
I tend to follow orders without asking any questions.	Ich neige dazu, Anweisungen zu folgen ohne Fragen zu stellen.	I tend to follow orders without asking questions.
I find it hard to disagree with authority figures.	Mir fällt es schwer, Autoritätspersonen zu widersprechen.	I find it hard to disagree authority figures.
I think a person's social status reflects his or her place in the society.	Ich denke, dass der soziale Status einer Person ihren Platz in der Gesellschaft widerspiegelt.	I think that a social status of a person reflects his/her place in the society.
I think it is important for everyone to know their rightful place in the society.	Ich halte es für wichtig, dass jede/r ihren/seinen angemessenen Platz in der Gesellschaft kennt.	I think it is important that everyone knows his/her appropriate place in the society.
It is difficult to interact with people from different social status than mine.	Mir fällt es schwer mit Personen umzugehen, die einen anderen sozialen Status haben als ich.	It is difficult to interact with people who have a different social status than me.
Unequal treatment for different people is an acceptable way of life for me.	Ungleiche Behandlung verschiedener Personen ist eine akzeptable Lebenshaltung für mich.	Unequal treatment for different people is an acceptable way of life for me.
Most people in my society easily conform to the wishes of someone in a higher position than themselves.	Die meisten Menschen in meiner Gesellschaft fügen sich leicht den Wünschen von jemandem, der in einer höheren Position ist als sie selbst.	Most people in my society easily conform to wishes of someone in a higher position than themselves.
It is difficult for most people in my society to refuse a request if someone senior asks them.	Den meisten Menschen in meiner Gesellschaft fällt es schwer, eine Bitte abzulehnen, wenn jemand	It is difficult for most people in my society, to reject a request if someone senior asks them.

	sie fragt, der/die höher gestellt ist.	
Most people in my society tend to follow orders without asking any questions.	Die meisten Menschen in meiner Gesellschaft neigen dazu, Anweisungen zu folgen ohne Fragen zu stellen.	Most people in my society tend to follow orders without asking questions.
Most people in my society find it hard to disagree with authority figures.	Den meisten Menschen in meiner Gesellschaft fällt es schwer, Autoritätspersonen zu widersprechen.	Most people in my society find it hard to disagree with authority figures.
Most people in my society think that a person's social status reflects his or her place in the society.	Die meisten Menschen in meiner Gesellschaft denken, dass der soziale Status einer Person seinen/ihren Platz in der Gesellschaft widerspiegelt.	Most people in my society think that the social status of a person reflects his/her place in the society.
Most people in my society think that it is important for everyone to know their rightful place in the society.	Die meisten Menschen in meiner Gesellschaft halten es für wichtig, dass jede/r ihren/seinen angemessenen Platz in der Gesellschaft kennt.	Most people in my society think that it is important for everyone to know their appropriate place in the society.
For most people in my society it is difficult to interact with people from different social status than theirs.	Den meisten Menschen in meiner Gesellschaft fällt es schwer, mit Personen umzugehen, die einen anderen sozialen Status haben als sie selbst.	For most people in my society it is difficult to interact with people from a different social status than theirs.
Unequal treatment for/towards different people is an acceptable way of life for most people in my society.	Ungleiche Behandlung von verschiedenen Personen ist eine akzeptable Lebenshaltung für die meisten Menschen in meiner Gesellschaft.	Unequal treatment for different people is an acceptable way of life for most people in my society.

Table G5

Creativity

Original item	German translation	Backtranslation
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I feel that I am good at generating novel ideas.	Ich denke, dass ich gut darin bin, neue Ideen zu entwickeln.	I feel that I am good at generating novel ideas.
I have confidence in my ability to solve problems creatively.	Ich habe Vertrauen in meine Fähigkeit, Probleme kreativ zu lösen.	I have confidence in my ability to solve problems creatively.
I have a knack for further developing the ideas of others.	Ich habe das Talent Ideen anderer weiterzuentwickeln.	I have the talent to further develop the ideas of others.
I am good at finding creative ways to solve problems.	Ich bin gut darin, kreative Lösungswege für Probleme zu finden.	I am good at finding creative solutions for problems.
I have the talent and skills to do well in my work.	Ich habe das Talent und die Fähigkeiten, um meine Arbeit gut zu machen.	I have the talent and skills to do my work well.
I feel comfortable trying out new ideas.	Ich fühle mich wohl dabei, neue Ideen auszuprobieren.	I feel comfortable trying out new ideas.
I have opportunities to use my creative skills and abilities at work.	Ich habe bei meiner Arbeit die Möglichkeit, meine kreativen Kenntnisse und Fähigkeiten einzusetzen.	I have opportunities to use my creative skills and abilities at work.
I am invited to submit ideas for improvements in the workplace.	Ich werde ermutigt, Ideen zu Verbesserungen am Arbeitsplatz vorzuschlagen.	I am encouraged to submit ideas for improvement at my workplace.
I have the opportunity to participate on team(s).	Ich habe die Möglichkeit, in Teams zu arbeiten.	I have the opportunity to work in teams.
I have the freedom to decide how my job tasks get done.	Ich habe die Freiheit zu entscheiden, wie ich meine Arbeitsaufgaben erledige.	I have the freedom to decide how I do my work tasks.
My creative abilities are used to my full potential at work.	Meine kreativen Fähigkeiten werden bei meiner Arbeit vollkommen ausgeschöpft.	My creative abilities are used to my full potential at work.
People are recognized for creative work in this organization.	Die Mitarbeitenden dieses Unternehmens werden für ihre kreative Leistung gewürdigt.	Employees of this organization are recognized for their creative work.

Ideas are judged fairly in this organization.	Ideen werden in diesem Unternehmen gerecht beurteilt.	Ideas are judged fairly in this organization.
People are encouraged to solve problems creatively in this organization.	Mitarbeitende dieses Unternehmens werden ermutigt, Probleme kreativ zu lösen.	Employees of this organisation are encouraged to solve problems creatively.
This organization has a good mechanism for encouraging and developing creative ideas.	Dieses Unternehmen nutzt geeignete Methoden zur Förderung und Entwicklung kreativer Ideen.	This organization uses good measures for encouraging and developing creative ideas.
People are encouraged to take risks in this organization.	Mitarbeitende dieses Unternehmens werden ermutigt, Risiken einzugehen.	Employees of this organization are encouraged to take risks.
Rewards are given for innovative and creative ideas.	Innovative und kreative Ideen werden belohnt	Innovative and creative ideas are rewarded.
