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Relationships Between Job Design, Job Crafting, Idiosyncratic Deals, and Psychological Empowerment

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MSM, Management, Regis University, 2003

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Although much is known about employee empowerment and work designs, numerous companies and management practitioners struggle to implement empowerment initiatives effectively because it is not known which approach best facilitates individual levels of psychological empowerment. Traditional job design theory focuses on the role of managers and portrays employees as passive grantees of empowerment. Employees may influence their own empowerment by taking an active role in work design. The primary purpose of this correlational study was to examine whether job crafting or idiosyncratic deals are more or less empowering than job design and how work locus of control influences these relationships. It was hypothesized that job crafting would be the strongest correlate with psychological empowerment. A quantitative cross-sectional survey was designed with measures adapted from existing instruments. A sample of 150 adults, drawn from various industries in the United States, completed a voluntary, online survey. Data analysis, which used Pearson correlations, revealed that job crafting had a stronger relationship with psychological empowerment than did idiosyncratic deals and management-driven job design for employees with high internal work locus of control. Findings from this study may help organizational leaders understand how employees with high internal tendencies are psychologically empowered when actively engaged in designing their own work. Employees may then feel empowered to advance the company's social agenda and make personalized contributions to the greater society, essentially becoming goodwill ambassadors for the organization.

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Dedication

I dedicate this study to my dearly beloved grandmother (Grandma Hope) who passed away last year after 90 years of life but still walks with me in spirit. I would not have accomplished this without her always believing the best in me. Her faith in me has kept me steadfast. From my heart and soul to hers, I thank her so very much.

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Chapter 1: Introduction to the Study

While much of the previous management literature heralded empowerment as advantageous to both employees and organizations, there are "numerous Fortune 500 companies in recent years that are still struggling to implement empowerment and other employee-centered designs" (Maynard, Gilson, & Mathieu, 2012, p. 1273). Case study findings revealed a rather different outcome for empowerment than originally expected (Cunningham & Hyman, 1999; Hales, 2000). In fact, the findings suggested that attempts at implementing empowering initiatives failed to make a significant impact and actually left employees feeling little commitment to the company (Cunningham & Hyman, 1999) and with no greater voice in decision-making (Hales, 2000). From a review of the current management literature, it was evident that this struggle continues due to the void in research regarding the contributions of various work design types to employee empowerment. The divergence between the ideological rhetoric of empowerment and the pragmatic results of empowerment initiatives warranted further investigation by assessing the relationships between work design approaches and the differential effects on employees' psychological empowerment (PE).

Regarding potential positive contributions to social change, the message to organizational leaders may be to understand how employees feel, either more or less empowered, when they are actively engaged in designing their own work. For some employees, designing their own work may decrease levels of empowerment due to the added stress. For others, particularly for those who have a strong internal desire for more control over their work, proactively engaging in work design might increase their own

empowerment. Feeling increased levels of empowerment, employees may then become inspired to advance their company's social agenda or make personalized contributions to the greater society via work practices. In essence, employees become goodwill ambassadors advocating for positive social changes on behalf of the organization.

This chapter contains the background, problem statement, purpose of the study, operational definitions, theoretical foundations, research questions, hypotheses, nature of the study, assumptions and limitations of the study, and the significance for the study. Traditional empowerment theories highlight management contributions to employees' PE via job design. Advocates for alternative theories suggest employees may be able to influence their own empowerment by initiating job crafting or negotiating idiosyncratic deals ("i-deals").

Background

The motivational, social, and contextual factors of work design theories were introduced through a review of the research literature based on the scope of this study. Much of the contemporary literature on job design theory is based on the job characteristics model (Hackman & Oldham, 1976), which emphasizes management control of a set of work characteristics that are expected to increase positive employee behaviors and attitudes and to decrease negative behaviors. Although this job design model has been influential for the past 40 years, there are significant criticisms regarding this approach. First, it centers on important job characteristics, but there are still other significant features of work that have been ignored (e.g., social setting). Second, it concentrates on management's manipulation of job characteristics to stimulate positive

employee attitudes and behaviors. However, job crafting theory builds upon job design theory by swinging the pendulum toward employee actions and considers social and cognitive factors in addition to task characteristics. Essentially, the job design model declares that changes in job characteristics result in greater employee motivation, whereas job crafting theory claims that employee motivations stimulate employee-initiated changes in job features and changes to the social environment of the workplace. Criticism of both approaches—top-down (management-driven) and bottom-up (employee-initiated volition)—is that each focuses on the extremes and neglects the possibility of collaboration between the two. In this study, consideration of i-deals constituted a third alternative.

There are academic and pragmatic gaps in knowledge in how the aforementioned work designs relate to levels of PE in the workplace. What is not clearly understood is whether management effort, work designs based on employee volition, or a collaborative combination of the two is most effective in influencing the greatest level of employee empowerment. This study is needed to fill the void in recent research about the potential impact of specific work designs, particularly job crafting and i-deals, on empowerment at the individual level so that empowerment initiatives may be improved. Reasons for past failure may be an overdependence on management behaviors, employees not capable or ready for the responsibility of empowerment, or the lack of organized effort on behalf of both employees and employers. The impetus for this study was to examine potential relationships between work designs based on management actions, employee-driven

motivations and behaviors, and negotiated employee-employer efforts to discover which design is most effective in influencing the PE of employees.

Problem Statement

The business problem addressed in this study was the lack of understanding of which type of work design results in the highest levels of employee empowerment. Proponents of job design theory claim that managers can provide or change five main characteristics of a job to make it more intrinsically motivating for employees and to improve employee satisfaction (Hackman & Oldham, 1976, 1980). It may be argued that this perspective is disproportionately focused on the role of supervisors in shaping work and portrays the role of employees as submissive recipients of empowerment. Challengers to this top-down approach suggest the conceptualization reflects a management-driven process of work design under a management-controlled environment, thus "driving out the sense of internal responsibility and personal empowerment" (Argyris, 1998, p. 102). However, Spreitzer (2007) suggested, "employees may seek out and shape their work contexts to further enable their own empowerment" (p. 65). Advocates for employee-initiated job crafting claim individuals can proactively reshape the boundaries of their own jobs and foster their own sense of meaningfulness in work, thus, putting the onus for empowerment on the individual employee rather than predetermined work designs (Wrzesniewski & Dutton, 2001). Critics of this motivational approach may argue that job crafting is too individualistic and that the focus overly represents the needs, wants, and values of the employee with little concern for organizational alignment. A third form of work design, i-deals, addresses this

criticism by centering on an employee-employer negotiated work design (Hornung, Rousseau, Glaser, Angerer, & Weigl, 2010).

The research problem addressed in this study was that current literature provides limited information about the relationships between management-driven job designs, employee-initiated job crafting, or employee–employer negotiated i-deals and levels of PE at the individual level. It was speculated that for employees with a high internal locus of control, employee-initiated job crafting and employee-employer negotiated i-deals would have moderate-to-strong positive relationships with empowerment and that a management-controlled, job design approach would have a weak positive or negative relationship with PE. For employees with a low internal locus of control (external tendencies), management-driven job design would likely have a moderate-to-strong positive relationship with empowerment and job crafting and i-deals would have weak positive or negative relationships with PE.

Purpose of the Study

The purpose of this quantitative, nonexperimental, study was to examine the relationships between the independent variables—management-driven job design, employee-initiated job crafting, employee-employer negotiated i-deals—and the dependent variable, levels of PE, in order to identify which was most effective in promoting empowerment. Work locus of control (WLOC) was considered a potential influence—and thus a potential moderating variable—on the relationship between the independent variables and the dependent variable. If a traditional approach via job design proves to be more closely related to empowerment levels, management practitioners may

wish to concentrate efforts on job restructuring to maximize employee empowerment. However, if job crafting proves to be more significantly related to empowerment, managers or human resource representatives may want to find ways to promote more job crafting opportunities for employees or train employees in effective job crafting. If a combined approach via i-deals is shown to be the most effective, employees and employers may need to hone their negotiating skills in order to improve the implementation of empowerment in the workplace.

Research Questions and Hypotheses

When studying the concept of PE, Spreitzer (1995) recommended additional contextual variables for future research should include job designs. Therefore, originating from the management research literature, there are four research questions. However, it is important to note here that the dependent variable in all of the following research questions refers to an employee's PE experienced at the individual level. Spreitzer's (1995) multidimensional instrument, the Psychological Empowerment Instrument (PEI), was used to measure PE (Appendix A). Appendix B is the letter requesting use of this instrument and granted permission from the originator. The PEI assessed employees' feelings of (a) meaning (the value of a work goal in relation to an individual's own ideal), (b) competence (an individual's belief in his or her capability to perform activities with skill), (c) self-determination (an individual's sense of having choice in initiating and regulating one's own actions), and (d) impact (the degree to which an individual can influence strategic, administrative, or operating outcomes at work). Since PE was

considered a multidimensional construct, all four dimensions were averaged as a total measure of this dependent variable.

The first research question (RQ1) was as follows: *What is the relationship between management-driven job design and an employee's PE?* In RQ1, job design was considered an independent variable for the dependent variable, PE. Based on Hackman and Oldham's (1975) job design model, Chen and Chen (2008) determined the effects of work redesign on PE were significant and three of the five dimensions of work redesign (skill variety, work identity, and feedback) exerted significant effects on PE (p. 292). Thus, "work redesign can increase employees' psychological empowerment" (Chen & Chen, 2008, p. 297). Echoing this notion, Gagné, Senécal, & Koestner (1997) posited that the four dimensions of PE could be differentially affected by proximal job characteristics, which were described by Hackman and Oldham (1975). However, since job design is considered to represent management-driven changes to job characteristics, it was hypothesized that individuals with a high desire for internal control may perceive job changes, even those meant to increase motivation and empowerment, as somewhat disempowering. "Neither the 'good' intentions nor job redesign efforts of management can assure experienced empowerment" (Corsun & Enz, 1999, p. 207). The null and alternative hypotheses for RQ1 were as follows:

H_1^0 - Job design and PE are not related or have a negative relationship. The mathematical

formula to make this relationship clear is H_1^0: $\rho_{(JD, PE)} \leq 0$.

H_1^A - Job design and PE are positively related. The mathematical formula is H_1^A: $\rho_{(JD, PE)} > 0$.

Note that in these mathematical formulas, ρ refers to correlation, *JD* represents job design*,* and *PE* signifies psychological empowerment. *JD* is a multidimensional construct consisting of *skill variety*, *task identity*, *task significance*, *autonomy*, and *feedback*. It was measured as a participant's mean score on the Job Design Survey instrument (Appendix C). Appendix D is the letter requesting use of the original Job Diagnostic Survey and granted permission from the originator. The four dimensions of PE were totaled then averaged for each participant's overall score.

The second research question (RQ2) was as follows: *What is the relationship between employee-initiated job crafting and an employee's PE?* For this question, job crafting was considered an independent variable for the dependent variable PE. Wrzesniewski and Dutton (2001) suggested that job crafting is one method by which employees can alter the meaning of their work. Since meaning is one of the primary dimensions of the PE construct, it was hypothesized that job crafting would have a significant influence on empowerment. Additionally, because job crafting is an employee-initiated activity, I posited that individuals with a high desire for internal control would perceive a higher degree of empowerment the more often they engaged in crafting behaviors. However, it might be that job crafting simply increases engagement without increasing PE. The null and alternative hypotheses for RQ2 were as follows: Hypothesis 2.

$H_2{}^0$ - Job crafting and PE are not related or have a negative relationship. The

mathematical formula to make this relationship clear is $H_2{}^0: \rho_{(JC,\ PE)} \leq 0$.

$H_2{}^A$ - Job crafting and PE are positively related. The mathematical formula is $H_2{}^A: \rho_{(JC,}$

$_{PE)} > 0.$

      For both of these formulas, *JC* refers to job crafting. *JC* is a multidimensional

construct consisting of the following three core dimensional forms of job crafting: task

crafting, relational crafting, and cognitive crafting. *JC* was measured as a participant's

score on the Job Crafting Survey (Appendix E). Appendix F is the letter requesting use of

this instrument and granted permission from the originator. The three dimensions of *JC*

were added then averaged for each participant's overall score.

      The third research question (RQ3) was as follows: *What is the relationship*

between employee-employer negotiated i-deals and an employee's PE? In this question,

i-deals were considered as an independent variable for the dependent variable PE. It may

be argued the more often negotiated agreements are reached, the higher the perceived

level of empowerment. However, similar to job crafting, i-deals may be opportunities to

increase employee engagement without actually increasing PE. The null and alternative

hypotheses for RQ3 were as follows:

Hypothesis 3.

$H_3{}^0$ – I-deals and PE are not related or have a negative relationship. To make this

      relationship clear, the mathematical formula is $H_3{}^0: \rho_{(ID, PE)} \leq 0.$

$H_3{}^A$ – I-deals and PE are positively related. The mathematical formula is $H_3{}^A: \rho_{(ID, PE)} >$

      0.

For these two formulas, *ID* denotes task i-deals. *ID* is a multidimensional construct consisting of the following three forms of i-deals, which include task i-deals, flexible i-deals, and developmental i-deals. *ID* was measured as a participant's score on I-Deals Survey using an ordinal scale (Appendix G). Appendix H is the letter requesting use of this instrument for the task and flexibility subscales and granted permission from the originator. Appendix I is the letter requesting use of the developmental i-deals instrument and granted permission from the originator. The three dimensions of *ID* were added then averaged for each participant's overall score.

The fourth research question (RQ4) was as follows: *How does locus of control influence the relationships between each of the three work design types and PE?* There were a total of six hypotheses. Three corresponded with low internal WLOC and three corresponded with high internal WLOC. The hypotheses were as follows:

Hypothesis 4a.

H_{4a}^{0} – For employees with low internal locus of control, the correlation of i-deals design with PE is greater than or equal to the correlation of job design with PE. To make this relationship clear, the mathematical formula is $H_{4a}^{0}: \rho_{(ID, PE)} \geq \rho_{(JD, PE)}$.

H_{4a}^{A} – For employees with low internal locus of control, the correlation of i-deals with PE is less than the correlation of job design with PE. The mathematical formula is $H_{4a}^{A}: \rho_{(ID, PE)} < \rho_{(JD, PE)}$.

Hypothesis 4b.

$H_{4b}{}^0$ - For employees with low internal locus of control, the correlation of job crafting

with PE is greater than or equal to the correlation of job design with PE. To make

this relationship clear, the mathematical formula is $H_{4b}{}^0$: $\rho_{(JC, PE)} \geq \rho_{(JD, PE)}$.

$H_{4b}{}^A$ – For employees with low internal locus of control, the correlation of job crafting

with PE is less than the correlation of job design with PE. The mathematical

formula is $H_{4b}{}^A$: $\rho_{(JC, PE)} < \rho_{(JD, PE)}$.

Hypothesis 4c.

$H_{4c}{}^0$ – For employees with low internal locus of control, the correlation of job crafting

with PE is greater than or equal to the correlation of i-deals with PE. To make this

relationship clear, the mathematical formula is $H_{4c}{}^0$: $\rho_{(JC, PE)} \geq \rho_{(ID, PE)}$.

$H_{4c}{}^A$ – For employees with low internal locus of control, the correlation of job crafting

with PE is less than the correlation of i-deals with PE. The mathematical formula

is $H_{4c}{}^A$: $\rho_{(JC, PE)} < \rho_{(ID, PE)}$.

Hypothesis 4d.

$H_{4d}{}^0$ – For employees with high internal locus of control, the correlation of i-deals with

PE is less than or equal to the correlation of job design with PE. To make this

relationship clear, the mathematical formula is $H_{4c}{}^0$: $\rho_{(ID, PE)} \leq \rho_{(JD, PE)}$.

$H_{4d}{}^A$ – For employees with high internal locus of control, the correlation of i-deals with

PE is greater than the correlation of job design with PE. The mathematical

formula is $H_{4d}{}^A$: $\rho_{(ID, PE)} > \rho_{(JD, PE)}$.

Hypothesis 4e.

H_{4e}^{0} – For employees with high internal locus of control, the correlation of job crafting

with PE is less than or equal to the correlation of job design with PE. To make

this relationship clear, the mathematical formula is $H_{4e}^{0}: \rho_{(JC, PE)} \leq \rho_{(JD, PE)}$.

H_{4e}^{A} – For employees with high internal locus of control, the correlation of job crafting

with PE is greater than the correlation of i-deals with PE. The mathematical

formula is $H_{4e}^{A}: \rho_{(JC, PE)} > \rho_{(JD, PE)}$.

Hypothesis 4f.

H_{4f}^{0} – For employees with high internal locus of control, the correlation of job crafting

with PE is less than or equal to the correlation of i-deals with PE. To make this

relationship clear, the mathematical formula is $H_{4f}^{0}: \rho_{(JC, PE)} \leq \rho_{(ID, PE)}$.

H_{4f}^{A} – For employees with high internal locus of control, the correlation of job crafting

with PE is greater than the correlation of i-deals with PE. The mathematical

formula is $H_{4f}^{A}: \rho_{(JC, PE)} > \rho_{(ID, PE)}$.

For clarity, Table 1 shows the three mathematical representations for the alternative

hypotheses and the three corresponding null hypotheses for RQ4.

Table 1

Mathematical Representations for Hypotheses H$_{4a-f}$

Hypothesis	Mathematical representations	Work locus of control
H_{4a}^{0}	$\rho_{(ID,\ PE)} \geq \rho_{(JD,\ PE)}$	Low internal work locus of control
H_{4a}^{A}	$\rho_{(ID,\ PE)} < \rho_{(JD,\ PE)}$	
H_{4b}^{0}	$\rho_{(JC,\ PE)} \geq \rho_{(JD,\ PE)}$	
H_{4b}^{A}	$\rho_{(JC,\ PE)} < \rho_{(JD,\ PE)}$	
H_{4c}^{0}	$\rho_{(JC,\ PE)} \geq \rho_{(ID,\ PE)}$	
H_{4c}^{A}	$\rho_{(JC,\ PE)} < \rho_{(ID,\ PE)}$	
H_{4d}^{0}	$\rho_{(ID,\ PE)} \leq \rho_{(JD,\ PE)}$	High internal work locus of control
H_{4d}^{A}	$\rho_{(ID,\ PE)} > \rho_{(JD,\ PE)}$	
H_{4e}^{0}	$\rho_{(JC,\ PE)} \leq \rho_{(JD,\ PE)}$	
H_{4e}^{A}	$\rho_{(JC,\ PE)} > \rho_{(JD,\ PE)}$	
H_{4f}^{0}	$\rho_{(JC,\ PE)} \leq \rho_{(ID,\ PE)}$	
H_{4f}^{A}	$\rho_{(JC,\ PE)} > \rho_{(ID,\ PE)}$	

Note. ρ refers to correlations between job design, job crafting, i-deals, and PE.

Figure 1 depicts the hypothesized model between the independent, moderating, and dependent variables.
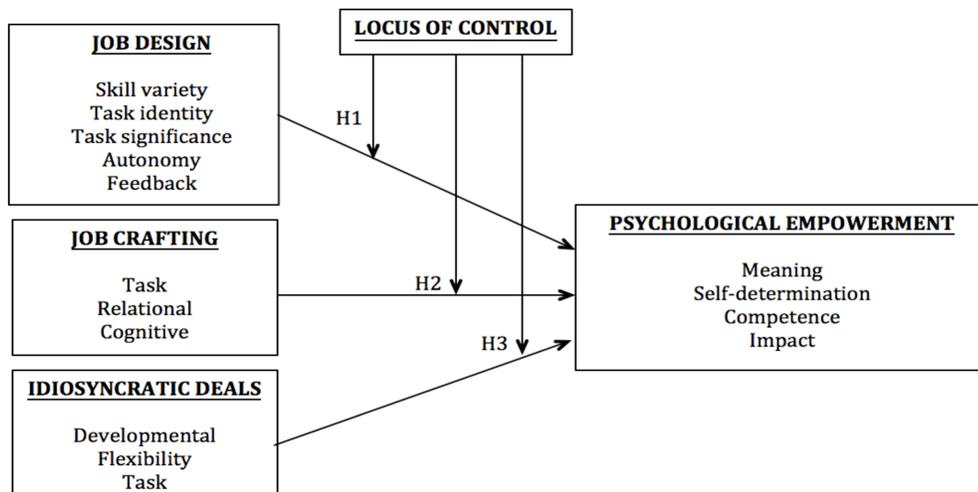
Figure 1. Hypothesized model of job design, job crafting, i-deals, PE, and WLOC.

Theoretical Foundations

Job Design Theory

Job design refers to modifying job characteristics for the benefit of both employees and employers. The job characteristics model (JCM) is the prevailing motivational model of job design theory. In this model, Hackman and Oldham (1976) identified five job characteristics: skill variety, task identity, task significance, autonomy, and feedback. All could be created and manipulated by supervisors to prompt a motivational increase in three psychological states of employees: experienced meaningfulness of the work, experienced responsibility for outcomes of the work, and knowledge of results of work activities. Personal and work outcomes of job design include benefits for the employee—such as high job satisfaction and increased work motivation—and benefits for the organization, which include improved employee performance, lower absenteeism, and reduced turnover. An individual's growth need strength is said to moderate the relationships among the five core dimensions, three psychological states, and on-the-job outcomes (Hackman & Oldham, 1974).

Job Crafting Theory

Building on the foundational theories of job design (Hackman & Oldham, 1976; 1980) and social information processing (Salancik & Pfeffer, 1978), Wrzesniewski and Dutton (2001) identified three forms of employee-initiated redesign, termed job crafting. The first form encompassed changing the job's task boundaries when employees chose to do fewer, more, or different tasks than prescribed in a formal job description. The second form included changing relational boundaries when employees decided how frequently to

interact with others on the job and helped to determine the quality of these interactions. The third form involved changing cognitive boundaries when employees altered how they fundamentally perceived the job. Motivations for job crafting originated with an employee's need to assert control over the job, create and sustain a positive self-image, and make connections with others (Wrzesniewski & Dutton, 2001). Job crafting theory expands on job design theory by including proactive changes employees make to their own jobs, rather than top-down, management-driven changes. Compared to job design theory, job crafting changes the direction of the relationship between job changes and employee attitudes. Job design theory posits that job changes elicit attitudes and employee motivations, whereas job crafting theory suggests that the opportunity and motivation to make job changes elicit job crafting behaviors (Wrzesniewski & Dutton, 2001).

Idiosyncratic Deals Theory

I-deals offer a third alternative to top-down job design and bottom-up efforts of job crafting (Hornung et al., 2010). I-deals are employment terms that individual employees negotiate with employers (Rousseau, 2001). Individual motives may include a desire for greater person-job fit or person-organizational fit; occupational needs such as greater competence, promotion, or participation in making decisions; and personal needs, such as autonomy or flexible work schedules. Organizational motives may include attracting, retaining, or developing valued personnel.

Psychological Empowerment Theory

PE is a multilevel construct that can be observed at an individual, group/team, organizational, or community level. Here, this variable was studied at the individual level. Spreitzer, Kizilos, and Nason (1997) demonstrated that PE was "a multidimensional conceptualization of empowerment" and that "each dimension of PE is related to a different set of outcomes" (p. 700). Spreitzer et al. (1997) cautioned that both researchers and management practitioners should include a multidimensional conceptualization of empowerment because focusing exclusively on a single dimension of empowerment is likely to capture only contributions to either the affective domain or the performance domain. The four cognitive dimensions included in the conceptualization of PE are meaning, competence, self-determination, and impact, which are combined additively to create the overall construct (Spreitzer, 1995). Representing seminal work in the development of PE theory, Spreitzer (1995) suggested that the four dimensions were shaped by the work environment, via social structure, and reflected an employee's active orientation toward the individual's work role.

Underlying Assumptions of the Theoretical Framework

There were significant assumptions regarding the theoretical framework of the study. First, it was assumed the theoretical frameworks chosen were fully applicable to the context under study. Secondly, since the model and research questions presumed a linear relationship between the variables and quantitative data were sought to answer the research questions, it was assumed that a quantitative research approach was most appropriate for the study. Third, I assumed that each of the self-reported constructs

represents unique representations and meanings for each individual. These experiences may be reflective of ethnicity, personal preferences or motivations, socioeconomic status, education, age, gender, job experience, or environmental context. Next, all variables, with the exclusion of WLOC, were considered dynamic, meaning they may dramatically change over time. For instance, an employee may feel empowered at one point in time within a specific context, but may also become disempowered at another point in time (or over a lengthy time period) within the same context. Also, an employee may engage in various job crafting activities at a discrete point in time or this engagement might involve job crafting at several different time intervals. However, the variable, WLOC, is relatively stable over time since it is traditionally considered a personality trait. A more detailed explanation of each theoretical foundation is given in Chapter 2.

Nature of the Study

This study, which used a quantitative research methodology, was deductive in nature. A quantitative approach was selected over a qualitative or mixed methods approach because I began with predetermined hypotheses and the objective was to test empirical generalizations by quantifying the variables of interest in order to determine their relationship. The three constructs—job design, job crafting, and i-deals—were independent variables; PE was a dependent variable, and WLOC was considered a moderating variable. All variables in the hypothesized model were measured at the ordinal level, which allowed for ranking individual employee responses along various ranges. Using a cross-sectional research design, the study was also focused on a nonexperimental strategy of inquiry, chiefly a survey design. Using a purposive sampling

technique, the sample size was 150 adult online survey participants. The selected

timeframe for data collection was approximately 1 week. Pearson's product-moment

correlation and Fisher's *r*-to-*z* transformations were employed for data analysis. Chapter

3 further specifies the type of statistical analysis that was conducted.

Operational Definitions

Psychological empowerment. PE is theoretically defined by Spreitzer (1995) as "a

motivational construct manifested in four cognitions: meaning, competence, self-

determination, and impact" (p. 1444). PE was operationally defined as a participant's

score on the Psychological Empowerment Instrument (PEI; Spreitzer, 1995; Appendix

A). A higher score indicated a higher perception of empowerment. An example item was,

"I have considerable opportunity for independence and freedom in how I do my job."

Job design. Job design has been theoretically defined by Hackman and Oldham's

(1976) job characteristics model as the five characteristic job changes most likely leading

to an overall increase in the motivating potential of a job. The five core job dimensions

are skill variety, task identity, task significance, autonomy, and feedback. Management-

driven job design was operationally defined as a participant's score on the Job Design

Survey (Appendix C). A higher score represented a greater degree of management-

determined work. An example item was, "My employer determines how and when my

work gets done."

Job crafting. Wrzesniewski and Dutton (2001) have theoretically defined job

crafting as "the actions of employees take to shape, mold, and redefine their jobs" (p.

180). The three core dimensional forms of job crafting are task crafting, relational

crafting, and cognitive crafting. Job crafting was operationally defined as a participant's score on the Job Crafting Survey (Appendix E). A higher score represented a greater engagement level of employee job crafting activity. An example item was, "I choose whether or not to take on additional tasks at work."

Idiosyncratic deals. Rousseau, Ho, & Greenberg (2006) have theoretically defined i-deals as individual "employment arrangements", which are initiated either by the employee or the employer but "negotiated between individual workers and employers (present or prospective) to satisfy both parties' needs" (p. 977). The three core dimensional forms of i-deals include task i-deals, flexible i-deals, and developmental i-deals. I-deals were operationally defined as a participant's score on the I-Deals Survey (Appendix G). A higher score represented a greater engagement level of employee-employer negotiated work arrangements. An example item was "My employer and I negotiate how I do my job."

Work locus of control. Spector (1988) has theoretically defined WLOC as a "generalized expectancy that rewards, reinforcements, or outcomes in life are controlled either by one's own actions (internality) or by other forces (externality)" (p. 335). Locus of control, relative to a workplace environment, was operationally defined as a participant's score on the Work Locus of Control Scale (WLCS; Spector, 1988; Appendix J). Appendix K is the request and permission to use this instrument from the originator. Lower scores indicated internality and higher scores indicated externality. An example item was, "When it comes to landing a really good job, who you know is more important than what you know."

Assumptions, Delimitations, and Limitations

This study was based on three significant assumptions. First, it was assumed that the respondents would answer the survey questions honestly. This assumption was necessary because the study required self-reports. Second, it was assumed that all selected scales were effective measures of the constructs of interest. This assumption was necessary to support the construct validity of the study. Third, it was assumed that a quantitative methodology was the best approach for a greater understanding of the application of employee empowerment. This assumption was necessary because the study was conducted to better understand the phenomenon of PE and its relationship with work designs rather than the subjectivities of participants.

Boundaries were imposed upon this study to better ensure that parsimony was achieved in the research design. The study was delimited to an online study of the population and sample size described herein. Therefore, the generalizability of the study was limited to the study population.

The design of the study inherently created research limitations in that the cross-sectional approach did not allow conclusions to be made about cause and effect or the sequence of events because all data were collected and measured at the same time. An additional limitation was the potential for response bias, resulting from participants' inability (e.g., unfamiliarity, fatigue, faulty recall, question format, question context) or unwillingness to provide accurate or honest answers, due to data collection methods. In this study, response bias to the survey may have also occurred if respondents answered the questions in the way they thought the researcher wanted them to answer rather than

according to their true beliefs and experiences. Response bias was addressed by allowing participants to complete the survey anonymously and by assuring confidentiality of responses.

Significance of the Study

Filling the Research Gap

Although there has been copious research on the subjects of employee empowerment and various work designs, there are still many opportunities to learn more about these constructs. Traditional literature reveals empowerment as devolving authority from management to subordinates; however, this presents only half of the empowerment construct. Reading through the most recent management literature on employee empowerment, it was both interesting and significant to note what was *not* included as part of this construct, that is, the notion of self-empowerment in the workplace – that employee-initiated thoughts or actions may lead to greater employee empowerment. Similarly, prior research on job crafting and i-deals is also scant and there are no known studies on the effects of either job crafting or i-deals on PE. Therefore, the academic aim of this research was to fill the void in management literature by investigating the relationships between the three independent variables of job design, job crafting, and i-deals and an employee's level of PE.

Professional Application

The importance of understanding employee empowerment is not just academic. The study could help those attempting to understand and successfully implement empowerment initiatives. It was expected that this project could be significant and

distinctive because the results could provide insights into the process of empowerment in the workplace that could greatly enhance the understanding of how employees might help improve outcomes for individual, organizational, and societal benefit. For employees, job crafting or i-deals may become bottom-up approaches to making valuable contributions to one's own empowerment. For the organization, pragmatic insights from the research could allow for the development of more effective organizational policies and for empowerment initiatives. In settings where organizations aim to facilitate or improve the empowerment process, the results of this study may be used in a practical application to augment implementation procedures with a new depth of comprehension. For instance, managers may learn how to help employees manifest their own empowerment rather than relying solely on management-driven efforts or organizational, social-structural conditions.

Positive Social Change

In this study, it was hypothesized that proactively engaging in job crafting and i-deals could empower employees to both advance the company's social agenda and to make personalized contributions to the greater society. For example, one of a company's many social outreach campaigns could provide employees with a financial opportunity to donate to a charitable agency of their choice and encourage them to grow the donation through creative efforts. Because one of the research intentions was to provide insights to practitioners who wish to raise the levels of employee empowerment, the research results could also influence how such employee ambassadors could implement positive social changes on behalf of the organization. In this sense, employee empowerment can be

viewed as a contributor to an organization's corporate social responsibilities (CSR) or

other charitable initiatives (Lam & Khare, 2010), which can help bolster employees'

pride in the company while also delivering tangible benefits to the greater society. This is

only one example of how empowered employees may take action on the CSR vision of

the organization. For some organizations, this might take the form of employees actively

engaging in outreach efforts in the local community, advocating for environmentally

sustainable practices as part of their work, or taking a more personalized approach to

positive social change. In turn, CSR can be viewed as a mutual support for employee

empowerment in that advancing progressive human resource practices, such as employee

empowerment, is a key component of an organization's CSR to its stakeholders. This

implied mutual relationship between employee empowerment and CSR not only

augments external positive social changes, but also benefits the organization by making

an investment in the company's social infrastructure. In conclusion, when employees and

organizations are relatively satisfied and productive, the greater society shares the results,

which yields happier lives and healthier, more productive communities.

<div align="center">**Summary**</div>

Although much is known about employee empowerment and work designs,

numerous companies and management practitioners still struggle to execute

empowerment initiatives effectively because it is not known which approach best

facilitates individual levels of PE. Traditional job design theory focuses on the role of

managers and portrays employees as passive recipients of empowerment; however,

employees may also influence their own empowerment by taking an active role in work

design. The research aim of this quantitative, nonexperimental, study was to examine the relationships between the independent variables—management-driven job design, employee-initiated job crafting, employee-employer negotiated i-deals—and the dependent variable, levels of PE, in order to identify which was most effective in promoting empowerment. WLOC was considered a potential influence on the relationship between the independent variables and the dependent variable. Research questions asked whether employee-initiated job crafting or employee-employer negotiated i-deals are more or less empowering than management-driven job design and how an individual's WLOC influences these relationships. If a traditional job design proves to be more closely related to empowerment levels, practitioners may concentrate efforts on job restructuring to maximize empowerment. If job crafting proves to be more significantly related to empowerment, managers may find ways to promote job crafting opportunities for employees or train employees in effective job crafting. If a combined approach via i-deals is shown to be the most effective, employees and employers may need to sharpen their negotiating skills to improve the implementation of empowerment in the workplace. It was hypothesized that job crafting is most significantly related to PE, especially for those with high internal WLOC.

Organization of the Dissertation

This dissertation was organized into five chapters. Chapter 1 covered the research topic, background of the study, the problem statement, purpose of the study, research question, and hypotheses. Following the suggested theoretical frameworks, Chapter 2 reflects a review of the theoretical and empirical research literature by examining the

principles of job design, job crafting, i-deals, empowerment, and WLOC. The theoretical

foundations are applied to the study's variables to support the research model. Empirical

research in the management literature is reviewed to derive and support the hypotheses.

Chapter 3 presents the methodology and the approach for using testing measurements.

Chapter 4 indicates results of the data analysis. Finally, in Chapter 5, I interpret findings,

discuss limitations of the study, offer recommendations for further research, and present

implications for researchers, practicing managers, and positive social change.

Chapter 2: Literature Review

Introduction

The purpose of this chapter is to detail the search strategy for a review of prior literature on the subject area, examine the existing body of knowledge, and provide a context for the current research. The following topics are covered in this chapter: the literature search strategy, theoretical foundations, key variables, and major themes from the literature. The research problem addressed in this study was that current literature provides no information about the relational effects of management-driven job design, employee-initiated job crafting, or employee-employer negotiated i-deals on levels of PE at the individual level. The purpose of this quantitative, nonexperimental study was to examine the relationships between the independent variables—management-driven job design, employee-initiated job crafting, employee-employer negotiated i-deals—and the dependent variable, levels of PE, in order to identify which was most effective in promoting empowerment. Proponents of job design theory claim managers can provide or change five main characteristics of a job to make it more intrinsically motivating for employees. Advocates for employee-initiated job crafting claim individuals can proactively reshape the boundaries of their own jobs and foster their own sense of meaningfulness in work; thus, putting the onus for empowerment on the individual employee rather than management behaviors or predetermined work designs. A third form of work design, i-deals, is centered on an employee-employer negotiated work design. However, it is imperative for management practitioners and academics, interested in advancing knowledge regarding improvement in the levels of employee PE for either

individual or organizational benefit, to know which work design best contributes to empowerment at the individual level so as to know where and how to focus efforts most efficiently and effectively.

Literature Search Strategy

Information for this study was gathered through keyword searches in the following databases: Google Scholar, the ProQuest Research Library and PsycINFO. The emphasis was on peer-reviewed articles and doctoral dissertations. Since there was relatively little current research on job crafting and i-deals, nonpeer-reviewed articles were also accepted as part of the search criteria. The following keywords were used individually and in combination: *cognitive i-deals, developmental i-deals, employee empowerment, empowerment, flexibility i-deals, job crafting, job design, job redesign, idiosyncratic deals, i-deals, locus of control, psychological empowerment, task i-deals, work design, work locus of control*, and *work redesign*. Frequently, citations found in germane articles were used to identify additional sources. The review was not restricted in terms of years searched.

Psychological Empowerment Theory

Empowerment in the workplace has been the focus of both management practitioners and academic researchers for nearly 100 years. It may be argued that the beginnings of the concept of employee empowerment started as early as the 1920s. Mary Parker Follett (1868-1933) pioneered management practices like giving workers a chance to grow power for themselves, ruling without giving orders, and exercising authority without claiming authority. Follett also advanced the idea that most people have a desire

to govern one's own life. Follett's ideas, combined with others, have developed into a general concept of what is referred to today as employee empowerment. As a management style, empowering management practices are preferred over autocratic/authoritarian or paternalistic styles. As an integrated part of an organization's structure, empowerment fosters decentralized power and authority to all levels of the organization. As a business strategy, empowerment may be recognized in those organizations providing opportunities for employees to take initiative in determining how to offer customized products and services for consumers. As a component of organizational culture, empowerment is represented by a supportive environment, one that truly values employees and their contributions. Essentially, the concept of employee empowerment is not encapsulated as a single construct. In an effort to better understand empowerment, researchers have distinguished two types, namely PE (how empowered an employee feels) and social-structural empowerment (ways in which the social, political, and structural environment is arranged to promote feelings of empowerment). The present study focuses on PE in the analysis.

According to Spreitzer and Quinn (2001), workplace empowerment is generated within an individual's psyche. Although a supervisor and organizational factors like social structure may either facilitate or hinder the development of PE, it is not bestowed upon, granted, or otherwise awarded to an employee by a supervisor or an organization. Thomas and Velthouse (1990) initially developed a theoretical framework defining PE as a set of four cognitions, which Spreitzer (1995) later refined as *meaning*, *competence*, *self-determination*, and *impact*. Meaning involves alignment between an employee's

work and one's personal beliefs and values. Competence, sometimes referred to as self-efficacy, is an employee's feeling of having the necessary skills to successfully perform a work task. Self-determination is the degree to which an employee perceives autonomy in decision-making and work processes. Impact is a sense of having influence over organizational activities and outcomes. Spreitzer determined that PE was manifested in all four cognitions; that is, if any one cognition was missing or limited in some way, so too was the feeling of empowerment.

While the majority of research was conducted on the outcomes of PE, there were a few studies that mentioned antecedents. Among these studies, there was a general consensus in the research literature regarding the influence of work climate (structures, policies, and practices) on PE (Chen, Lam, & Zhong, 2007; Kanter, 1977; Seibert, Silver, & Randolph, 2004; Wallace, Johnson, Mathe, & Paul, 2011). Chiang and Jang (2008) revealed that leadership, managerial trust in employees, and organizational culture, were indicators of PE. Additionally, Yao, Chen, and Cai (2013) found that PE was significantly and positively influenced by each dimension of internal marketing, which was defined as "working to attract, develop, motivate, and maintain high-quality staff by providing them with work products they need" (p. 531). In addition to contextual precursors, researchers proposed individual characteristics such as positive self-evaluation traits and human capital as positive antecedents to PE (Seibert, Wang, & Courtright, 2011).

Other contemporary academics and leading-edge management practitioners considered how successful implementation of employee empowerment initiatives

generated both individual and organizational benefits. Scholars found PE had a significant relationship with employees' job satisfaction, meaning higher levels of empowerment equated to higher levels of satisfaction (Ahmad & Oranye, 2010; Akbar, Yousaf, Haq, & Hunjra, 2011; Baker, Fitzpatrick, & Griffin, 2011; Hamed, 2010; He, Murrmann, & Perdue, 2010; Indradevi, 2012; Islam, Khan, Ahmad, Ali, & Ahmed, 2014; Joo & Lim, 2013; Pelit, Ozturk, & Arslanturk, 2011; Saif & Saleh, 2013; Schermuly, Schermuly, & Meyer, 2011; Seibert et al., 2004; Seibert et al., 2011; Ugboro & Obeng, 2000; Wadhwa, Verghese, Kowar, Sharma, & Wadhwa, 2011; Wang & Wang, 2012). Moreover, researchers determined there was a significant relationship between PE and organizational commitment (Ambad & Bahron 2012; Hashmi & Naqvi, 2012; Islam, Khan, Ahmad, Ali, & Ahmed, 2014; Jha, 2011; Joo & Shim, 2010; Malik, Chugtai, Iqbal, & Ramzan, 2013; Raub & Robert, 2013; Saeed et al., 2013; Seibert et al., 2011; Smith, Andrusyszyn, & Laschinger, 2010; Yang, Liu, Huang, & Zhu, 2013). Investigators also concluded employees who were empowered and engaged exhibited lower turnover intentions (Bhatnagar, 2012; Humborstad & Perry, 2011; Islam, Khan, Ahmad, Ali, & Ahmed, 2014; Liu, Zhang, Wang, & Lee, 2011; Seibert et al., 2011). Still others discovered empowerment led to innovative behaviors (Hebenstreit, 2012; Knol & van Linge, 2009; Taheri lari, Shekari, & Safizadeh, 2012). Researchers also posited higher levels of empowerment corresponded to less burnout (Cavus & Demir, 2010; El Dahshan & Dorgham, 2013; Lee et al., 2013). Additionally, scholars suggested empowered employees resulted in improved delivery of high quality customer service (Gazzoli, Hancer, & Park, 2010; He et al., 2010; Ismail et al., 2009). Zeglat, Aljaber, and

Alrawabdeh (2014) showed that there was a positive and significant impact of PE (meaning, competence, and impact) on customer-oriented behavior. Furthermore, researchers found that high levels of empowerment were significantly related to low levels of work stress/strain (Lautizi, Laschinger, & Ravazzolo, 2009; Seibert et al., 2011). Lastly, empowered employees were more motivated to engage in organizational citizenship behaviors (Chiang & Hsieh, 2012; Gilbert, Laschinger, & Leiter, 2010; Gorji & Ranjbar, 2013; Jiang, Sun, & Law, 2011; Kim, Losekoot, & Milne, 2013; Lin, 2013; Noori & Azma, 2013; Wang & Wang, 2012). It was suggested managers stimulated organizational citizenship behaviors by either empowering frontline employees or promoting an empowering organizational climate (Zhong, Lam, & Chen, 2011).

Job Design Theory

Hackman and Oldham's (1976, 1980) job characteristics model has served as the theoretical framework for a myriad of studies in the field of organizational behavior for nearly four decades. It is arguably one of the most influential theories in the field of organizational behavior. The authors of this fully mediated model propose that five core job dimensions (skill variety, task identity, task significance, autonomy, and feedback) elicit three critical psychological states (experienced meaningfulness of the work, experienced responsibility for the outcomes of the work, and knowledge of results), which in turn, lead to work satisfaction, growth, and intrinsic motivation. Skill variety refers to the opportunity to use an assortment of valued skills and abilities. Task identity denotes the opportunity to see an entire piece of work to completion so that an employee has a sense of accomplishment. Task significance reflects the extent to which the job has

a substantial impact. Autonomy is defined as the extent of substantial control over one's work. Feedback represents the degree to which an employee is provided clear and direct information about one's effectiveness and performance (Hackman & Oldham, 1980). This traditional work design model relied on managers to design jobs that provided and modified the five core job dimensions. Critics of the model, including Oldham and Hackman (2010) themselves, insisted work design research needed to extend beyond the scope of the original model because the initial research did not consider technological advances which have allowed for telecommuting, virtual teams, and distributed work groups (Behson, 2010). Additional criticisms of job design include the failure of the job characteristics model to take into account antecedent factors that might facilitate or constrain job designs. A further critique of this theory is that it commonly places the onus for job design solely within the capabilities of the organization, management, or human resources, often ignoring the roles and actions of employees in the job design process. For instance, according to the study conducted by Ahmed, Shah, and Sajjad (2014), job design optimization depended significantly on managerial expertise and the organization's human resources rather than individual human capabilities. However, Parker, Wall, and Cordery (2001) theorized internal and external organizational factors as well as individual factors might also influence job design choices.

Authors of the original job characteristics model found positive relationships between the five job characteristics and the following favorable job outcomes: high internal work motivation, high growth satisfaction, high job satisfaction, and high work effectiveness (Hackman & Oldham, 1980). From these, job satisfaction was one of the

most commonly accepted outcomes of work design. Contrary to the original job characteristics study by Hackman and Oldham, Mukul, Rayhan, Hoque, and Islam (2013) found no significant relationship between workers' job characteristics and their job satisfaction. This may be because the participants in the garments sector have no freedom in scheduling the work or in determining the procedure to be used in carrying it out, which is indicative of an autocratic approach to job design (Mukul, Rayhan, Hoque, and Islam, 2013). With mixed results, Ozturk, Hancer, and Im (2014) conducted multiple regression analysis, which indicated the job characteristics autonomy, feedback, and interaction were statistically significant with interaction having the strongest impact on job satisfaction followed by autonomy and feedback. However, variety and task identity did not have a significant impact on employees overall job satisfaction.

Job Crafting Theory

The term job crafting emerged from job design theory. Traditionally, from a job design perspective, managers designed jobs for employees in a top-down manner. Expanding beyond this portrayal of employees as passive recipients of job functions, the theory of job crafting incorporates proactive changes employees make to their own jobs. Employees engage in job crafting by shaping the boundaries of their jobs in three primary ways. The first approach, referred to as *task crafting*, involves adding or eliminating certain activities, modifying the time or amount of effort spent on various job duties, or redesigning particular aspects of a given task. The second method, referred to as *relational crafting*, includes creating, maintaining, modifying, or eliminating relationships with others at work. The third tactic, referenced as *cognitive crafting*,

incorporates the reframing of an employee's mindset regarding the perception and interpretation of the meaning or purpose of job tasks and workplace relationships. Wrzesniewski, LoBuglio, Dutton, and Berg (2013) claimed, "the three types of job crafting are not mutually exclusive, and job crafters may exercise any combination of the three" (p. 283). Moreover, job crafting was presented as employee-initiated job changes largely hidden from management (Lyons, 2008). Finally, job crafting was perceived as "neither inherently good nor bad for organizations" since changes were created primarily for the benefit of an employee's own purposes (Lyons, 2008; Wrzesniewski & Dutton, 2001, p. 195). Perhaps this is a contributing factor to the lack of research conducted regarding the effects of job crafting on empowerment. Organizational benefits were more readily apparent in the management literature concerning empowerment, yet not so apparent from the research focused on job crafting.

According to seminal work by Wrzensniewski and Dutton (2001), the motivation for job crafting surfaces from an employee's need to assert control over the job, create and sustain a positive self-image, and make connections with others. Other motivations may be to create meaningful work or have a significant impact in some manner. Under these circumstances, another antecedent to consider is a proactive personality trait, which reflects a "dispositional tendency to engage in proactive behavior" (Bakker, Tims, & Derks, 2012, p. 1360). People with a proactive personality tend to take personal initiative to intentionally change their situation or environment to create favorable conditions; therefore, employees with a proactive personality are most likely to craft their own jobs (Bakker et al., 2012). However, there may also be an alternative antecedent to job

crafting. For instance, Wrzensniewski and Dutton (2001) claimed employees "act upon the job to create a better fit" (p. 188). Therefore, the construct of person-environment fit and variations including person-job, person-organization, person-group, or person-supervisor fit, or rather misfit, might also be an appropriate antecedent for consideration but is beyond the scope of the present study.

Wrzesniewski and Dutton (2001) suggested job crafting leads to more satisfied employees since crafting is one way to enhance meaning of work and work identity. Similarly, Ghitulescu (2006) discovered employees who engaged in more job crafting reported higher levels of job satisfaction and organizational commitment. Although Leana, Appelbaum, and Shevchuk (2009) also showed that crafting was associated with both job satisfaction and organizational commitment, they noted differences between individual and collaborative job crafting and determined collaborative crafting was associated with stronger job satisfaction and organizational commitment. In a qualitative interview study, Lyons (2008) revealed positive, significant correlations between job crafting and self-image, perceived control, and readiness to change. More recently, several scholars exposed job crafting as predictive of work engagement (Bakker et al., 2012; Chen, Yen, & Tsai, 2014; Petrou, Demerouti, Peeters, Schaufeli, & Hetland, 2012; Tims, Bakker, & Derks, 2012). Furthermore, Tims, Bakker, & Derks (2013) concluded that job crafting had a positive impact on well being. While these studies provided significant knowledge regarding outcomes of job crafting, there has been no research conducted to directly examine the effects of job crafting on levels of PE.

In a qualitative study of 33 employees from two organizations (20 from a for-profit manufacturing firm and 13 from a non-profit political advocacy organization), Berg, Wrzesniewski, and Dutton (2010) suggested that higher-rank employees tended to see the challenges of job crafting as largely located within the self, attributing these challenges to their own expectations of how they and others should spend time at work. In contrast, employees in lower-rank jobs tended to see the challenges of job crafting as limits imposed on the by others in their environment, attributing the challenges to others not granting them the necessary autonomy or power to craft their jobs. Therefore, it may be that both the perception of control and an employee's position contribute to perceived opportunities for job crafting.

Idiosyncratic Deals Theory

I-deals are defined by Rousseau et al. (2006) as "voluntary, personalized agreements of a nonstandard nature negotiated between individual employees and their employers" (p. 978). According to these researchers, there are four distinct characteristics of i-deals which include the following: individually negotiated between employee and employer, heterogeneous as compared to standard co-worker agreements, benefiting both employer and employee, and varied in scope (Rousseau, Ho, & Greenberg, 2006). Additionally, the literature confirmed three primary forms of i-deals (Hornung, Rousseau, & Glaser, 2009). The first was identified by Rousseau, Hornung, and Kim (2009) as the *developmental* dimension of i-deals centering on unique opportunities for career advancement (skills training) or personal growth and support (i.e., mentoring, life coaching). The developmental aspect of i-deals may represent the impetus for employee-

employer negotiations. The second type, referred to as *flexibility* i-deals, highlighted employers' willingness to negotiate scheduling modifications (hours worked, days off, or consideration of off-the job demands), location adaptations (unorthodox work sites such as work from home opportunities), or financial modifications (customized compensation packages). The final form, *task* i-deals, embodied alterations to standard job contents (job duties, workload, and responsibilities). While the first dimension represents the 'why' motivation for negotiating i-deals, the latter two represent the 'what' is being changed. Results of Bal, De Jong, Jansen, and Bakker's (2012) quantitative, multi-level study among 1083 employees in the health care field revealed flexibility i-deals and development i-deals correlated positively with motivation to continue working. In a two-wave survey study among German hospital physicians, Hornung, Glaser, Rousseau, Angerer, and Weigl (2011) posited a poignant assumption suggesting that the authorization of i-deals is a manifestation of employee-oriented leader behavior and portrays employee-oriented leaders as empowering their subordinates. The results of the study supported this assumption in that researchers found employer consideration had consistent positive effects on both professional development i-deals and work time flexibility i-deals.

Rosen, Slater, Chang, and Johnson (2013) studied antecedents of negotiated i-deals and found longer tenure put employees at a disadvantage for negotiating i-deals, employees with stronger political skills had an advantage in negotiating i-deals, and employees who had higher quality exchange relationships with leaders were more likely to negotiate i-deals. Hornung, Rousseau, and Glaser (2008) discovered organizational

factors such as varied work structures (i.e., remote work) and personal influences such as employees' personal initiative were positively related to the negotiation of i-deals. Furthermore, Hornung, Rousseau, Weigl, Müller, & Glaser (2013) confirmed leader-member exchange was an antecedent of all three types of i-deals.

Rosen et al. (2013) studied outcomes of negotiated i-deals and found task and work responsibility i-deals demonstrated positive relationships with job satisfaction, affective organizational commitment, and normative organizational commitment. Furthermore, Anand, Vidyarthi, Liden, and Rousseau (2010) revealed that there was a strong positive relationship between i-deals and organizational citizenship behavior and the study by Huo, Luo, and Tam (2014) confirmed this relationship. Hornung, Rousseau, Weigl, Müller, & Glaser's (2013) study, based on a sample of 187 health care professionals employed by a German hospital, indicated the three types of i-deals had differential effects on work characteristics, and each, in turn, related to different outcomes. They found that job autonomy mediated the relationship between task i-deals and job performance; skill acquisition mediated the relationship between developmental (career) i-deals and occupational self-efficacy; and reduced work overload mediated the relationship between flexibility i-deals and emotional and affective irritation. Including a sample of 230 employees and 102 supervisors from two Chinese companies, Liu, Lee, Hui, Kwan, & Wu (2013) adopted a three-wave lagged research design and revealed perceived organizational support (POS) mediated relationships between flexibility and developmental i-deals and employee outcomes of affective commitment and proactive work behaviors. After controlling for perceived organizational support's mediating

effects, the researchers found that organization-based self-esteem (OBSE) exerted additional mediating effects on the relationships between i-deals and the same employee outcomes of affective commitment and proactive work behaviors. Furthermore, consistent with predictions, the researchers confirmed via bootstrapping analyses that individualism moderated the mediating effect of POS and OBSE on the relationships between i-deals and employee outcomes such that the mediating effect of POS was weaker for those who had high levels of individualism, whereas the mediating effect of OBSE was stronger for those who had higher levels of individualism. Finally, Vidyarthi, Chaudhry, Anand, and Liden's (2014) study was the first to investigate non-linear relationships between flexibility i-deals and outcomes; specifically, POS and career satisfaction. These researchers found inconsistent results with prior studies in that there were significant curvilinear relationships, indicated by a U-shaped relationship, between flexibility i-deals and POS and career satisfaction (Vidyarthi, Chaudhry, Anand, & Liden, 2014).

Work Locus of Control

In the present research, the WLOC construct is a personality variable; Spector defined it (1988) as a generalized expectancy that results are controlled either by one's own behaviors (internality) or by some other influence (externality). According to Dave, Tripathi, Singh, & Udainiya (2011), internal and external locus of controls "are not two types of personality traits, rather these are the two extremes of the same continuum of beliefs and expectations." They showed internal locus of control had a significant positive relationship with subjective well-being. Wrzesniewski and Dutton (2001) posited

the lives of individual employees might help explain job crafting. Ng and Feldman (2011) demonstrated "that employees with high internal locus of control are significantly more likely to obtain idiosyncratic employment deals for themselves" (p. 186). In relation to PE, Vandenberghe and Panaccio (2013) indicated that the impact dimension of empowerment, which signified an individual's capability to influence decisions in a work context, interacted with and paralleled locus of control since both constructs addressed a perceived influence over the environment. The difference was locus of control was identified as a global personality characteristic representing an enduring belief that life is controlled by oneself or by external circumstances and impact was a dynamic orientation toward one's work context – "the degree to which an individual can influence strategic, administrative, or operating outcomes" (Spreitzer, 1995, pp. 1443-1444). Chen and Chen (2008) revealed there was no significant association between employees' locus of control and PE, but discovered that the meaning dimension of empowerment had significant correlation with locus of control. Wilson (2011) divulged locus of control was correlated with PE. Similarly, Ng, Sorensen, and Eby (2006) determined that internal locus of control was positively related to PE. Moreover, the same researchers found internal locus of control was positively associated with favorable task experiences, particularly autonomy, skill variety, task significance, and job feedback (Ng, Sorensen, & Eby, 2006), all of which are included in the present study as dimensions of job design.

From a sample of 449 Indian information technology professionals, Chhabra (2013) employed hierarchical multiple regression to show that job satisfaction and internal locus of control was significantly and positively related to organizational

commitment. Additionally, locus of control was found to moderate the relationship between job satisfaction and organizational commitment such that the relationship was stronger for internals than for externals. Chhabra suggested "organizations must be aware of the moderating effect of individual characteristics on the relationships between job attributes and employees' behavioral attitudes" (p. 38). Heeding this recommendation, one of the research aims of the present study is to become aware of the potential moderating effect of WLOC, as a personal characteristic, on the relationships between job attributes (design models) and employees' psychological attitudes.

Sahraian, Omdivar, Ghanizadeh and Bazrafshan (2014) conducted linear regression analysis and showed locus of control had a significant positive association with occupational job stress for a sample of 213 female nurses working in public hospitals in Shiraz City, Iran. A higher score on the locus of control scale (higher externality) indicated more stress; specifically, those with external LOC experienced more stress than employees with internal LOC because internals believed stressful situations could have been controlled. In a study with a sample of 140 business-to-business salespeople, Hamwi, Rutherford, Boles, and Madupalli (2014) tested a proposed model using structural equation modeling and discovered people with a more external LOC experienced significantly lower levels of job satisfaction, increased levels of role conflict and role ambiguity, which in turn, increased one's emotional exhaustion. Thus, these researchers hypothesized shifting a salesperson's LOC from more external to less external may result in significant increases in job satisfaction and might lead to lower levels of turnover. In a similar study, Conley and You (2013) collected survey data from

a sample of 177 teachers employed in southern California and examined the moderating effects of locus of control on relationships between job mechanistic and organic structuring antecedents, role stressors (role conflict, role ambiguity, and role overload), and work outcomes (satisfaction, commitment, and turnover intentions). For the internal LOC group, the greater the role ambiguity, the lower the perceived satisfaction. Additionally, the greater the role overload, the lower the perceived commitment. For the external LOC group, the greater the role overload, the lower the perceived satisfaction. From a sample of 1,812 public school teachers, Knoop (1981) analyzed survey data to discover the role of LOC as a moderator between job characteristics (skill variety, task identity, task significance, autonomy, and feedback from the job) and job attitudes (satisfaction, motivation, involvement, participation in decision making, work/career alienation, and powerlessness). The results indicated internally scoring participants perceived their jobs to be more enriched and held more positive attitudes than externally scoring participants. Surprisingly, Khan et al. (2013) demonstrated via regression analysis that there was a positive relationship between internal locus of control and turnover intention.

Methodology Review of Psychological Empowerment

In the methodological review of PE, I examined both empirical and conceptual studies. The purpose of doing so was to gain knowledge about the types of research methods used most often, the environmental context in which research has been conducted on the topic of PE, and the samples included in prior research. Employing a qualitative description method, Wiens, Babenko-Mould, and Iwasiw (2014) interviewed

eight clinical nursing instructors to find that they experienced all empowerment components, however, limited, in their role. The PE dimension of confidence was a key priority for participants. Using a two-phase exploratory sequential mixed methods approach, Ladegard and Gjerde (2014) showed no significant correlations between changes in leader's trust in subordinates and the four dimensions of PE. Springboarding from Spreitzer's (1995) seminal work on PE, the majority of the contemporary literature in the present study employed a quantitative methodology. Atta, Ahmad, Mangla, and Farrell (2012), who surveyed 357 Pakistani employees who were part-time graduate students of economics or business, employed structural equation modeling (SEM) to determine PE positively moderated the relationship between organizational politics and commitment. Likewise, utilizing SEM, Dewettinck and van Ameijde (2011) surveyed 380 frontline employees in four service organizations such as temporary staffing and health insurance to discover that PE partially mediated leadership empowerment behavior and employee attitudes (affective commitment and job satisfaction). Again using SEM, Gazzoli, Hancer, and Park (2012) surveyed 308 employees from nine full-service restaurants of a major chain located in the central United States and showed that PE exerted a positive and direct effect on employees' customer orientation. Applying hierarchical regression to analyze survey data from 103 employees in a chemical plant in the southeastern region of the U.S., Elloy (2012) ascertained PE (the independent variable) was significantly and positively related to ability utilization, job influence, and organization commitment. Also using hierarchical regression analysis, Givens (2011) assessed the quantitative survey data from 50 leaders and 200 followers from five

American churches in the southeast and discovered that PE partially mediated the relationship between transformational leadership and follower commitment. Ghafoor, Gillani, Cheema, and Azeem (2013) employed regression analysis to evaluate survey data from 100 employees working in public and private sector banks in Pakistan and revealed that PE had a positive impact on achievement motivation and contextual performance. Exploiting a multiple regression model, Indradevi (2012) analyzed survey data from a sample of 200 respondents from four Indian software companies and found that PE had a strong, positive association to both job performance and job satisfaction.

I also examined conceptual articles as part of the review of prior literature in order to construct a more robust foundation of knowledge regarding PE. The majority of conceptual articles included at least one of the following four methods: theory development, historical research, literature reviews, and critical analyses. Exploring the concept and definition of employee empowerment, its evolution, its relationship to sustainable competitive advantage, and the steps to be taken to improve the empowerment process, Ghosh (2013) reviewed prior literature and indicated some managers found it difficult to implement empowerment due to factors such as manager and employee egos, autocratic leadership approaches, and addiction to power. Woodall, Warwick-Booth, and Cross (2013) conducted a critical analysis about the continued value and use of empowerment in contemporary health promotion. The central argument of the analysis was that empowerment had lost its original connotation (i.e., the focus on power) as a result of limiting definition clarity and an overemphasis on the individual level.

Psychological Empowerment as a Moderating or Mediating Variable

What made the present study significant was the treatment of PE as an outcome, also known as a dependent variable. In the first three research questions, I asked how three approaches to work design (job design, job crafting, & i-deals) are related to PE. In the fourth research question, I considered the potential influence of WLOC on these relationships. Also treating PE as a dependent variable, Jha and Nair (2008) studied the effect of locus of control, job characteristics, and superior-subordinate relationships on PE of 319 frontline staff in five-star hotels to reveal all three independent variables positively influenced PE as a dependent variable. Ro and Chen (2011) surveyed 203 guest contact employees working at a large theme park and disclosed the positive effects of employee customer orientation, service training, rewards, and service standards communication on PE as the dependent variable. Also considering PE as a dependent variable, Miri, Rangriz, and Sabzikaran (2011) confirmed that there was a significant relationship between the existing organizational structure (formalization, centralization, and complexity dimensions) of a company and staff's PE. There was a negative, inverse relationship between an organization's formalization (bureaucratic structure) and employees' PE. An increase in mechanistic organizational structure led to the decreased feeling of PE since a more formalized structure led to feelings of constraint. In the present study, I posit a similar relationship between the type of work design structures and employees' PE.

Most frequently, PE was researched as either a mediating or moderating variable. For instance, employing a quantitative methodology, Farzaneh, Farashah, & Kazemi

(2014) discovered that PE acted as a moderator between organizational commitment and organizational citizenship behavior. Kim and Kim (2013) revealed employees' PE partially mediated the relationship between leaders' moral competence and employees' task performance and organizational citizenship behaviors toward leaders. Kimura (2011) disclosed that PE mediated relationships between structural empowerment, person-organization fit, and their interaction effect on work engagement. Namasivayam, Guchait, and Lei (2014) indicated that PE mediated the relationship between leader empowering behaviors and employee satisfaction, which consequently resulted in higher employees' organizational commitment levels and higher customer satisfaction. Sosik, Chun, and Zhu (2014) revealed that follower PE mediated the differential interactive effects of leader charisma and constructive and destructive narcissism on follower moral identity.

As an independent variable, Hashmi, Hashmi, and Irshad (2014) examined the influence of PE on job satisfaction and discovered that PE positively affected job satisfaction for senior, middle, and lower level managers in the banking sector of Pakistan. Similarly, Huang (2012) provided support for a process model linking PE, as an independent variable, to trust in one's immediate supervisor, feedback-seeking behavior, and job performance. Utilizing a random sample of 54 employees of an Iranian gas distribution firm, Mirzaiefar (2014) surveyed employees to determine PE had a significant, positive influence on organizational learning including knowledge, information distribution, information interpretation, and organizational memory. Najafi, Noruzy, Azar, Nazari-Shirkouhi, and Dalvand (2011) indicated that PE, considered as an independent variable, correlated positively with job satisfaction, organizational

commitment, and organizational citizenship behavior. In a unique study, Kara (2012) investigated PE and its four dimensions as the primary variable and determined there was a statistical difference in perceptions of PE of 373 female employees, working in 5-star hotels in Turkey, according to their age and length of time in the organization (except self-determination), income level (except competence and self-determination), marital status, education levels, length of time in tourism sector, but that there were no statistically significant difference according to type of work.

Team Level Analysis of Psychological Empowerment

Although I analyzed PE at the individual level for the current research project, it can be conceptualized at either the individual or team level. Unlike PE at the individual level, team empowerment develops from collective, socially constructed cognitions representing members' assessment of work tasks and conditions. Recently, Lin and Rababah's (2014) study focused on PE at the team level, more specifically, top management teams (TMT). Relative to the present study, it was significant to note that Lin and Rababah found different personality traits (i.e., openness, extraversion, conscientiousness, agreeableness, and neuroticism), and the composition of these traits, affected TMT members' psychological state of empowerment. It is anticipated that the present study, considering the personality trait of WLOC at the individual level, would also affect employees' psychological state of empowerment. Maynard, Mathieu, Gilson, O'Boyle, and Cigularov (2013) examined the relationships between team PE, its antecedents (structural empowerment, organizational support, external managerial support, and team competencies), and outcomes (team members' affective reactions and

team performance). Maynard et al. (2013) positioned team PE as a mediating variable in the input-process-output model and revealed structural empowerment, organizational support, and external managerial support all had significant positive correlations with team PE; team competencies correlations with team PE were not significantly different from zero; and team PE was shown to relate significantly to both team performance and to members' affective reactions. In terms of practical implications, in the Maynard et al. study (2013) "results underscore the fact that while structural arrangements are salient in terms of their influence on team PE, they are not the only influencing factors" (p. 124). One of the shortcomings to this analysis was that the study did not include team member personalities. According to Maynard et al. (2013), understanding personality may provide valuable insights for why certain individuals, or mix of individuals on a team, respond differently to empowerment initiatives. The authors recommended future studies assess the impact of personality on team PE levels. However, since the current study was centered exclusively on the individual level of PE, I assessed the impact of WLOC, as a personality trait, on individual empowerment.

Discussion and Conclusions

The literature highlighted in this chapter is a review of the contributions of studies in job design, job crafting, i-deals, and employee PE. Proponents of a management-driven job design model propose that core job characteristics could be provided or manipulated in order to elicit desired psychological states of employees. However, the research on job crafting demonstrates employees can and do create their own work designs via grassroots modifications in tasks, relationships, or cognitive features of the job. Yet those who

suggest a combined approach propose a third model - an employee-employer negotiated work design. What is well known in the management discipline is that both social-structural features of the organization and personal factors of the employee influence PE. What is not well known is how various approaches to work design, such as management-driven job design, employee-initiated job crafting, and employee-employer negotiated i-deals, relate to levels of employee PE or how WLOC might influence any such relationship. Utilizing a cross-sectional research design, the present study fills a gap in the research literature by examining the relationships between job design, job crafting, i-deals and PE; thus extending the knowledge in the management discipline. In Chapter 3, the quantitative research method and cross-sectional design used for this study are discussed in greater detail.

Chapter 3: Research Methods

The research methodology was derived logically from the problem addressed in this study, which was a lack of information about the relationships between management-driven job design, employee-initiated job crafting, employee-employer negotiated i-deals and levels of PE at the individual level. Therefore, the purpose of this quantitative, nonexperimental, study was to examine the relationships between the independent variables—management-driven job design, employee-initiated job crafting, employee-employer negotiated i-deals—and the dependent variable, levels of PE, in order to identify which was most effective in promoting empowerment. The purpose of Chapter 3 is to describe in sufficient depth, the research methods, so that other researchers can replicate the study. The chapter covers the following topics: study design, measurement instruments, strategy of inquiry, sampling strategy, sample size, the statistical analysis used, and ethical considerations for this research project.

Study Design

This quantitative, cross-sectional study was based on a postpositivist worldview in which causes generally determine effects or outcomes. The approach was deductive in nature. It was selected over a qualitative or mixed methods approach because the research began with predetermined hypotheses. As part of the quantitative design, the research questions and hypotheses were derived from the literature review. The literature review also revealed the primary theories that were used in developing the research; they provided an explanation for the expected relationships between the variables. In Chapter 5, the literature is revisited and compared to the new findings.

Because of the nature of the variables being investigated, the independent variables could not be manipulated. Therefore, before-and-after comparisons could not be made; thus, the study could not be experimental (Frankfort-Nachmias & Nachmias, 2008). Instead, the design relied on analysis of existing differences among people and the phenomena of interest and comparable changes occurring at a specific period of time.

In the study, a sample of individuals was asked to respond to a series of questions about their demographic backgrounds, past experiences, and attitudes. Analysis of the survey data allowed relational inferences to be made about the independent and dependent variables. The cross-sectional, nonexperimental approach was most appropriate for this study based on the research questions, identified variables, limited timeframe for data collection, and sample.

Measurements

The variables in the research were job design, job crafting, and i-deals (as independent variables), WLOC (as a moderating variable), and PE (as the dependent variable). The target population was adult employees in the following U. S. sectors: nonprofit, health care, education, military, municipality, information technologies, manufacturing, hospitality, banking/finance, and legal. The sample frame for all tests was 150 U.S., adult, volunteer SurveyMonkey participants employed across a variety of industries.

Psychological Empowerment Instrument

Spreitzer's (1995) multidimensional scale titled Psychological Empowerment Instrument (PEI) was used to measure PE (Appendix A). Spreitzer's PEI consisted of 12

items across four subscales: meaning, competence, self-determination, and impact. In scoring the PEI for this study, a six-point Likert scale was used, with scores ranging from 1 (*disagree very much*) to 6 (*agree very much*). This variable was calculated by averaging the responses to all items. The questions were positively worded and a higher score indicated a higher perception of empowerment. Relative to content validity, this instrument measured all four attributes of PE and nothing relevant to PE was left out (Frankfort-Nachmias & Nachmias, 2008). According to Spreitzer (1995), "the measure provides evidence for the construct validity of a nomological network of empowerment in the workplace" (p. 1460). A second-order confirmatory factor analysis (CFA) was conducted on a sample of mid-level employees in one organization and another sample of lower-level employees in another organization. Second-order CFAs were used to assess the convergent and discriminant validity of the empowerment measures in both samples. Two data collection points (in time) for one sample allowed for the assessment of test-retest reliability. Cronbach alphas and test-retest coefficients were used to assess the reliability of the empowerment measures. From the original study, the Cronbach alpha reliability coefficient for the overall empowerment construct was .72 for a sample composed of 393 mid-level managers from a Fortune 50 industrial organization and .62 for another sample including 128 members, largely non-managers, from an insurance company (Spreitzer, 1995). Based on these findings, similar results were expected in the present study. Strengths of this instrument included the use of a pre-existing instrument, the ease of administration, and low administration costs.

Job Design Survey

Hackman and Oldham's (1974) multidimensional scale titled Job Diagnostic

Survey (JDS) was modified to measure the extent of management-driven changes to the

job. For instance, from Hackman and Oldham's short form of the JDS, question #3 asked,

> To what extent does your job involve doing a "whole" and identifiable piece of
>
> work? That is, is the job a complete piece of work that has an obvious beginning
>
> and end? Or is it only a small part of the overall piece of work, which is finished
>
> by other people or by automatic machines? (p. 64)

In the Job Design Survey (Appendix C), question #2 asked participants to what extent

they agreed or disagreed with the statement, "My employer determines how much of my

job involves doing a "whole" and identifiable piece of work (either a complete piece of

work with an obvious beginning and end or just a small part of the overall work)." In

obtaining this variable for the present study, a six-point Likert scale was used, with scores

ranging from 1 (*disagree very much*) to 6 (*agree very much*) for each of the five items.

The overall variable was calculated by averaging the responses to all items. In the

original JDS, Hackman and Oldham claimed the internal consistency reliabilities

regarding skill variety, task identity, task significance, autonomy, feedback from the job

itself, feedback from others (supervisors or co-workers) were .71, .59, .66, .66, .71, and

.78 respectively. Additionally, the authors reported the median off-diagonal correlations,

which were a reflection of the discriminant validity of items, were .19, .12, .14, .19, .19,

and .15 for skill variety, task identity, task significance, autonomy, feedback from the job

itself, and feedback from others respectively. The Hackman and Oldham (1974) sample

was comprised of 658 employees on 62 different jobs in seven organizations.

Furthermore, using the sum of scores of five questions measuring job characteristics,

Chang, Wang, and Huang (2013) reported a Cronbach's alpha of .88 with a sample

consisting of 1,149 low-skilled employees and 144 managers from a do-it-yourself retail

chain of 21 Taiwan-based stores of a home improvement center. These results suggested

that both internal consistency reliability of the scales and the discriminant validity of the

items were satisfactory. Therefore, similar results were expected in the present study

since the items for the newly created Job Design Survey (Appendix C) were reflective of

the skill variety (question #1), task identity (question #2), task significance (question #3),

autonomy (question #4), and feedback (question #5), from the dimensions in the original

JDS. If the current study reaffirms results from the original study, this would determine

validity for the revised instrument. Cronbach alphas from the current study would help to

determine reliability for the revised instrument.

Job Crafting Survey

Slemp and Vella-Brodrick's (2013) multidimensional scale titled Job Crafting

Questionnaire (JCQ) was modified to measure the extent of employee-initiated changes

in work. For example, in Slemp and Vella-Brodrick's JCQ, question #1 asked how often

employees "introduce new approaches to improve your work" (p. 145). In the Job

Crafting Survey (Appendix E), question #1 asked to what extent the employee agreed or

disagreed with the statement, "I introduce new approaches to improve my work." In

obtaining this variable from the survey, a six-point Likert scale was used, with scores

ranging from 1 (*disagree very much*) to 6 (*agree very much*) for each item. This variable

was calculated by averaging the responses to all 19 items. In the original JCQ, Slemp and

Vella-Brodrick claimed the internal consistency assessed by computing the Cronbach's

alpha for the task crafting dimension was .87, .89 for cognitive crafting, .83 for relational

crafting, and .91 for total job crafting with a sample of 334 adult employees from various

industries including education, banking and financial services, and healthcare. To

examine convergent validity of their scale, Slemp and Vella-Brodrick correlated the job

crafting sub-scales and the total scale with other variables with which they should have

been theoretically related such as job satisfaction, intrinsic goal strivings (work),

strengths use, organizational citizenship behavior, work contentment, work enthusiasm,

work-specific positive affect, and work-specific negative affect. As anticipated, all of

these correlations were significant and in the expected positive direction except for work-

specific negative affect, which did not reach statistical significance, but was in the

expected negative direction. Similar results were expected in the present study since the

items for the newly created Job Crafting Survey were modified from the original study. If

the current study reaffirms results from the original study, this would determine validity

for the revised instrument. Cronbach alphas from the current study would help determine

reliability for the revised instrument.

I-Deals Survey

Rosen et al. (2013) 16-item multidimensional scale titled Ex Post I-Deals Scale

was modified to measure the extent of employee-employer negotiated changes in work

arrangements. For illustration, in the original I-Deals Scale, Rosen et al.'s question #4,

under the task and work responsibilities subscale, asked to what extent respondents

agreed with the following: "My supervisor has offered me opportunities to take on desired responsibilities outside of my formal job requirements" (p. 719). In the Idiosyncratic Deals Survey (Appendix G), question #5 asked respondents to what extent they agreed or disagreed with the statement, "My employer and I have negotiated opportunities for me to take on desired responsibilities outside of my formal job requirements." The developmental dimension of the i-deals variable, modified from the Hornung et al. (2008) study, included on-the-job activities, training opportunities, special opportunities for skill development, and career development. In the present study, this variable was calculated by averaging the responses to all 16 items. In obtaining this variable from the survey, a six-point Likert scale was used, with scores ranging from 1 (*disagree very much*) to 6 (*agree very much*) for each item. In the original research, Rosen et al. claimed the Cronbach's alphas for the task and work responsibilities dimension were .83 for study 2, .80 (time 1) and .85 (time 2) for study 3, and .90 (time 1) and .90 (time 2) for study 4. The samples included 412 part- and full-time workers (study 2), 280 employed undergraduate business students (study 3), and 196 employees in professional and retail/service industries (Study 4). In this same research, the alphas for both scheduling flexibility and location flexibility ranged from .78 to .93. Additionally, Rosen et al. provided psychometric evidence of validity by examining a nomological network that linked i-deals with theoretically relevant antecedents (tenure, political skills, leader-member exchange) and outcomes (organizational commitment and job satisfaction). Hornung et al. reported a Cronbach alpha of .87 for the developmental dimension for a sample which included 887 employees from the public tax administration

of the German state of Bavaria. Similar results were expected in the present study since the items for the I-deals Survey paralleled items from the original studies. If the current study results reaffirm results from the original studies, this would determine validity for the revised instrument. Cronbach alphas from the current study would help determine reliability for the revised instrument.

Work Locus of Control Scale

Spector's (1988) 16-item instrument titled Work Locus of Control Scale (WLCS) was used in the present study in its entirety (Appendix J). Half of the items represented internal locus of control (questions 1, 2, 3, 4, 7, 11, 14, and 15) questions and the other half reflected an external locus of control (questions 5, 6, 8, 9, 10, 12, 13, and 16). Lower scores indicated high internality and higher scores indicated externality. Internally worded items were reversed before summing. From six samples in the original study, Cronbach alphas ranged from .75 to .85 (Spector, 1988, p. 338). The sample participants were as follows: Sample 1 included 151 business administration and industrial psychology undergraduate students at the University of South Florida, Sample 2 encompassed 41 department store sales and support employees, Sample 3 incorporated 101 mental health agency employees, Sample 4 involved 292 national convenience store clerks, store managers, and district managers, Sample 5 combined 160 mental health facility employees, and Sample 6 comprised 496 municipal managers from Florida. Validation evidence was provided by the relationships between WLOC and organizational variables such as job satisfaction, organizational commitment, intention to leave, autonomy, perceived influence, role stress, job tenure, supervisor consideration,

initiating structure, social desirability, and general locus of control. The WLCS correlated

significantly with all variables except tenure in most samples. Based on these findings,

similar results were expected in the present study. Strengths of this instrument included

using a pre-existing instrument, the ease of administration, and low administration costs.

In obtaining this variable from the survey, a six-point Likert scale was used, with scores

ranging from 1 (*disagree very much*) to 6 (*agree very much*) for each item. The WLOC

variable was calculated by averaging the responses to all 16 items for each participant. If

the current study results reaffirm results from the original study, this would determine

validity for the revised instrument. Cronbach alphas from the current study would help

determine reliability for the revised instrument.

Other Variables

In the analysis, I collected data regarding gender, employment status, age,

educational level, rank/position, and industry type (Appendix L). These factors were

included in the statistical analysis to identify the percentage of responses that fell into

specific categories. Ayupp and Chung (2010) discovered that except for gender, other

socio-demographic factor such as age, race, academic qualifications, length of service

and salary did not significantly impact employees' perception towards empowerment.

After surveying a sample of 253 working adults, Slemp and Vella-Brodrick (2014)

determined females reported higher levels of relational crafting than male participants.

Gender was considered a dichotomous, categorical variable. This variable was measured

by employing a nominal scale of measurement. Hornung et al. (2008) revealed part-time

employees demonstrated greater customization of their employment via i-deals than did

full-time employees. Likewise, Hornung, Glaser, and Rousseau (2010), found i-deals were negotiated to a larger degree by part-timers and younger workers. Employment status was considered a dichotomous, categorical variable. This variable was valued by assigning a nominal scale of measurement. Age was considered a continuous variable reported in number of years. This variable was appraised by using a ratio scale of measurement ranging from 0 to 99 years. However, it is important to note that all participants in the present study were over the age of 18. If the participant response was less than 18, the participant response was excluded from the study. Educational level may influence the extent to which employees perceive opportunities for job crafting or i-deal negotiations. Educational level was considered a non-dichotomous, categorical variable since study respondents were at variable levels of education. The categories for highest educational attainment level included high school, associate's (2-year) degree, bachelor's (4-year) degree, master's degree, and doctoral degree. This variable was evaluated by using an ordinal scale of measurement. Rank/position (supervisor or non-supervisor) was considered a dichotomous, categorical variable and was assessed by using a nominal scale of measurement. Industry type (i.e., non-profit/charitable, manufacturing, military, education, health/medical, information systems, manufacturing, hospitality, banking/finance, legal) might also influence the effects of i-deals on their outcomes. In some industries, i-deals may be very common. Rousseau (2001) indicated, "knowledge workers have greater power to negotiate employment conditions suited to their tastes and preferences" (p. 260). Industry type was considered a non-dichotomous, categorical variable. This variable was gauged by using a nominal scale of measurement.

Strategy of Inquiry

Using a cross-sectional design, the study was focused on a non-experimental strategy of inquiry, chiefly a survey research approach. All variables were measured using known standardized surveys. Additionally, demographic information was collected for each participant (Appendix L). A web-based Internet design was used for data collection and a web link was provided to all participants. Respondents were then provided informed consent as the first page on the survey and acknowledged consent by completing the online survey and exiting the online survey portal. Using a protected and secured password, I could then access all data via the Internet. Some of the advantages of a web-based approach, over the traditional paper-and-pencil questionnaires, included cost savings, speed, user comfort/friendliness, and accessibility (Ahern, 2005). One of the primary concerns for this survey strategy was the "blurring of public and private boundaries on the Internet (including privacy and confidentiality issues)" (Ahern, 2005, pp. 63-64). Despite the potential threat, the advantages of a web-based survey design far outweighed the disadvantage; therefore, this approach was implemented.

Sampling Strategy and Sample Size

Primary Population

The sample size for all tests was 150 adult employees sampled from a voluntary participant pool with SurveyMonkey. The sample was taken from the larger population, which included adult employees from the following industries within the U. S.: non-profit, health care, education, military, municipality, information technologies, manufacturing, hospitality, banking/finance, and legal. I contacted SurveyMonkey to

recruit respondents from their volunteer databases until the sample of 150 was reached. All respondents remained anonymous.

Non-Probability Sample Design

In a non-probability sample design, sampling techniques are based on the subjective judgment of the researcher. This type of sampling design was selected primarily due to a lack of access to a list of the population being studied. This type of sampling design was also chosen because the study was not of proportions of a particular audience, but rather the relationships between variables.

Self-Selection Sampling Strategy

Self-selection sampling, a type of non-probability sampling, occurs when research participants choose to take part in research on their own accord; that is, the researcher does not approach participants directly. For this study, I provided an online survey and SurveyMonkey invited adult volunteers to take part in the research. One advantage of self-selection was that individual participants were likely committed to take part in the study; however, this advantage may have also served as a disadvantage. Since individuals volunteered to participate there may have been a degree of self-selection bias.

Recruitment of Participants

SurveyMonkey maintains a membership site called SurveyMonkey Contribute to recruit individual respondents for surveys on behalf of researchers and other customers. Members registered with SurveyMonkey Contribute can sign up to take relevant surveys as they so desire. Individuals are rewarded by earning a sweepstakes to win $100 and a $.50 donation to a participating charity of their choice, on their behalf, for each survey

completed. SurveyMonkey recruits over 45 million unique respondents to answer surveys sent out by researchers and other customers each month. When new participants register, they fill out a profile, which asks them key demographic, attitudinal, and behavior questions. This allows SurveyMonkey to direct the most relevant surveys to individuals based on specified survey criteria. SurveyMonkey Audience is a diverse group of people and is reflective of the general U.S. population with Internet access (http://help.surveymonkey.com/articles/en_US/kb/Who-is-the-SurveyMonkey-Audience#audience-members).

Sample Size Calculation

The first piece of information needed when conducting a sample size analysis is the desired statistical power. For this study, the accepted value for power, the probability that the test will detect a real relationship between variables, was .80 (80%). To compute the sample size, the type of power analysis was a priori (given power, alpha level, and effect size). For the study, the accepted alpha level (α) was set at .05. Both statistical power and alpha level were predetermined based on conventional research practices. Using G*Power 3.1 statistical software, entering the input parameters (α error probability = .05, power (1-β error probability) = .80, and effect size r = .30 for a medium effect, the total sample size was calculated to be 84 respondents for hypotheses 1-3 (Figure 2) and 67 respondents for hypothesis 4 (Figure 3). The sample size exceeded the number required; therefore the sample size was more than sufficient. The larger than required sample size accounted for potential dropout respondents, non-responses, incomplete/non-usable responses, positional changes in employment status, and other sampling

contingencies. In this study, an overestimated sample size did not promote harm or

disruption to the population.
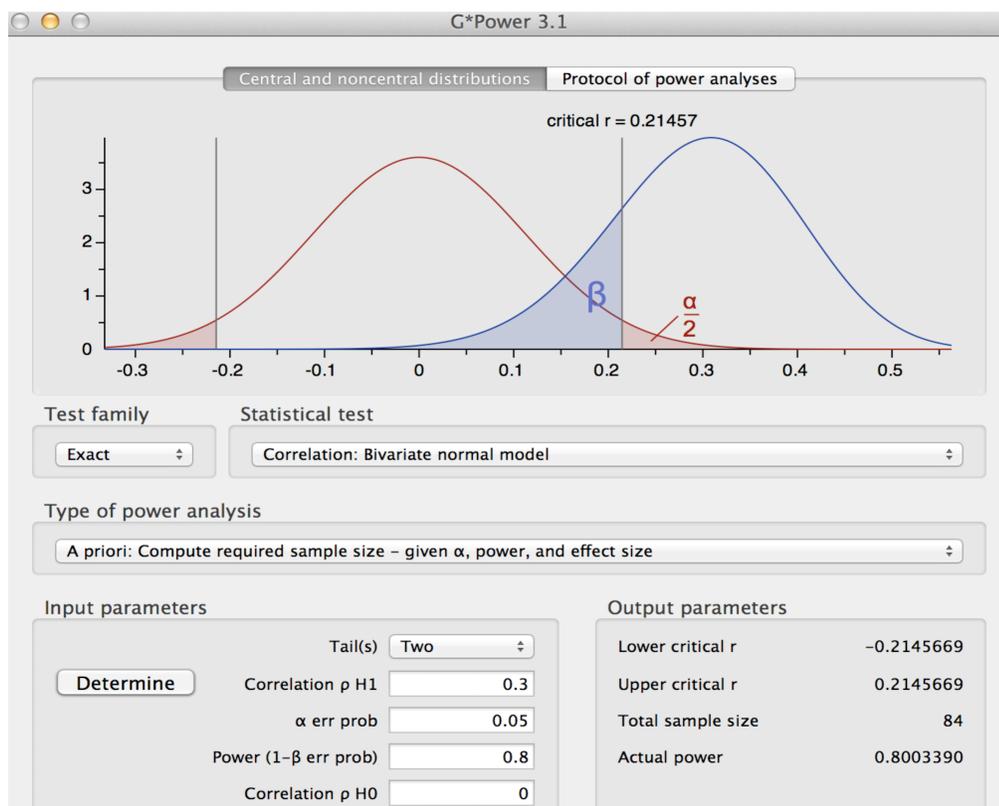
Figure 2. Power analysis for determining the appropriate sample size for Hypotheses 1, 2, and 3.
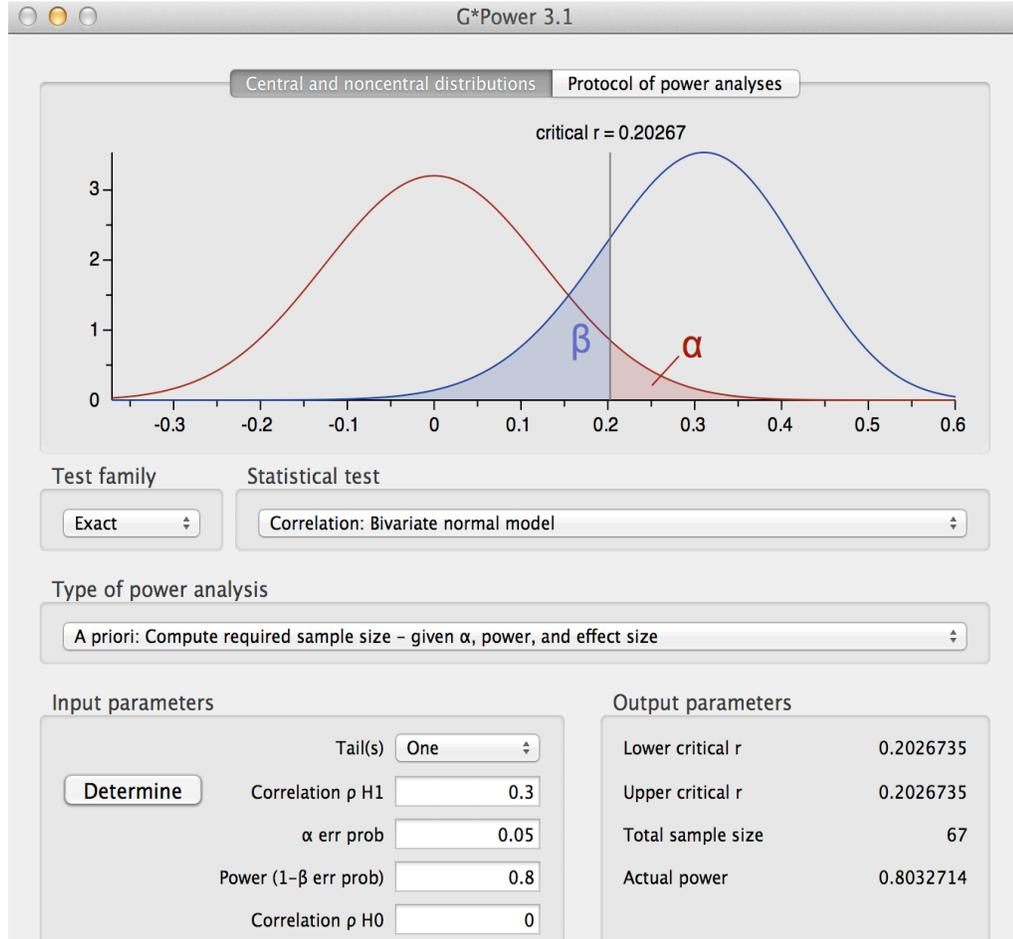
Figure 3. Power analysis for determining the appropriate sample size for Hypothesis 4.

Statistical Analysis

Data management and statistical analysis was performed using the Statistical

Package for Social Sciences (SPSS) software, version 21.0. The nature of the variables,

the research questions, and prior research literature guided the study in terms of which

statistical analysis would be most appropriate. Job design, job crafting, and i-deals were

independent variables, PE was the dependent variable, and WLOC was a moderating

variable. The purpose was to look for a relationship between each of the three

independent variables and PE.

Data Cleaning and Screening

SPSS allowed for a simple data cleaning process to identify missing data values using frequencies or case processing summaries. For missing data values, this software also allowed for replacement of the missing values via series mean method. Additionally, SPSS was useful in transforming specific items to be reverse coded. Using the same software, I reviewed histograms and quantile-quantile (Q-Q) plots to assess the possibility of normally distributed data.

Demographic Characteristics

Demographic characteristics were analyzed via frequency distributions to identify the percentage of responses that fell into specific categories. The categories included the following: gender, employment status, age, education level, rank/position, and industry type. The data were used to provide a demographic profile of participants.

Descriptive Statistics

In this study, I analyzed and reported measures of central tendency. The mean for each variable was reported in Chapter 4. Additionally, the standard deviation for each variable was reported in order to quantify the amount of dispersion.

Restatement of Research Questions and Hypotheses

To reiterate, Research Question 1 was as follows: *What is the relationship between management-driven job design and an employee's PE?* The null and alternative hypothesis were as follows: H_1^0: $\rho_{(JD, PE)} \leq 0$. H_1^A: $\rho_{(JD, PE)} > 0$. Research Question 2 was as follows: *What is the relationship between employee-initiated job crafting and an employee's PE?* The null and alternative hypotheses for RQ2 were stated here: H_2^0: ρ

(JC, PE) ≤ 0. H_2^A: ρ *(JC, PE)* > 0. Research Question 3 was as follows: *What is the relationship between employee-employer negotiated i-deals and an employee's PE?* The null and alternative hypotheses for RQ3 were as follows: H_3^0: ρ *(ID, PE)* ≤ 0. H_3^A: ρ *(ID, PE)* > 0. In Research Question 4, I asked the following: *How does locus of control influence the relationships between each of the three work design types and PE?* The 12 corresponding null and alternative hypotheses for RQ4 are shown in Table 1.

Correlation Analysis

Correlation analysis was used in this study because I wanted to test the strength and type of relationship between each independent variable and the dependent variable. Specifically, Pearson's product-moment correlation (*r*) using SPSS was used to measure the strength of the association between two variables. For this analysis, there are the following five theoretical assumptions: (a) the variables must be interval or ratio measurements, (b) the variables must be approximately normally distributed (tested for by using Shapiro-Wilk test), (c) there is a linear relationship between two variables (assessed via scatterplot examination), (d) outliers are kept to a minimum or are removed entirely (detected using casewise diagnostics), and (e) there is homoscedasticity of the data (assessed via scatterplot of variances along the line of best fit). The mathematical equation for Pearson's *r* is as follows:

$$r_{xy} = \frac{N\sum XY - \sum X \sum Y}{\sqrt{\left[N\sum X^2 - (\sum X)^2\right]\left[N\sum Y^2 - (\sum Y)^2\right]}}$$

where r_{xy} is the correlation coefficient between x (independent variable) and y (dependent variable), N is the size of the sample, X is an individual's score on the independent

variable, Y is an individual's score on the dependent variable, XY is the product of each X score times its corresponding Y score, X^2 is the individual X score squared, and Y^2 is the individual Y score squared. As for consideration of the moderating variable WLOC, in order to compare correlations to test the hypotheses for the final research question, I used Fisher's r-to-z transformations for analysis.

Ethical Considerations

Confidentiality

All participants should expect that the data collected from the survey remain confidential at all times. Personally identifying information was not collected. The study was voluntary and participants were not required to complete the study. No physical, psychological, economic, or legal harm resulted from the study. The option to not complete the survey was presented to all participants. The data obtained electronically was stored on a password-protected personal computer and accessed only by the researcher.

Informed Consent

When conducting research, ethical issues like getting consent from respondents must be included under the category of researcher considerations. Some respondents may perceive data collection as intrusive. In fact, simply identifying oneself as a researcher conducting an investigation for academic purposes could have negatively influenced any part of the research process. Ethical issues with informed consent might have not only limited access to some data, but it could have also threatened to derail certain components of the overall research project and in some cases, it might have even been a

cause to terminate the research project. So, at the very least, it was imperative for me to respect respondents' privacy and to protect the identity of participants by maintaining confidentiality and anonymity. Additionally, I used only nondiscriminatory language and avoided exploitation of vulnerable populations like young children or marginalized/underrepresented groups. Since the research was conducted within the context of Walden University, I provided evidence to the institutional review board (IRB) and to the dissertation committee that all human respondents would be protected from harm and that their privacy would be respected. I provided a copy of the data collection instruments (online surveys) and protocol stating that participation would be voluntary, confidentiality would be maintained, and respondents would have the right to withdrawal participation at any time. This information was included on a consent form electronically provided to each respondent prior to participation. Throughout research and publication processes, I strived to establish and maintain supportive, respectful, transparent, and responsible relationships will all respondents and the environmental setting.

Institutional Permissions

Still another component of ethical consideration was the agreement to gain access to participants and respondents' data for analysis. Appendix M is SurveyMonkey's permission, addressed to Walden University's IRB, to conduct research via the SurveyMonkey platform. Additionally, Appendix N is Walden's IRB approval letter to conduct research.

Summary

This chapter contains units of analysis, study design, measurements, strategy of inquiry, sampling strategy and sample size, statistical analysis, and ethical considerations. In summary, this research study was a cross-sectional, quantitative, nonexperimental, study of job design, job crafting, and i-deals and their contributions to employees' PE. The goal was to determine whether management-driven job design, employee-initiated job crafting, or employee-employer negotiated i-deals promoted the highest levels of individual PE. WLOC was also considered as an influencing factor on these relationships. Standard survey instruments were used to measure all variables and an online survey platform was used to collect data. Self-selection sampling, a type of non-probability sampling, was used to establish a sample of 150 adult employees from various U.S. industries. After cleaning and screening the data, it was analyzed via Pearson's correlation and Fisher's r-to-z transformations. Ethical considerations included confidentiality, informed consent, and institutional permissions. The results of data analysis are detailed in Chapter 4.

Chapter 4: Results

The following topics are covered in this chapter: details of the statistical

techniques used to analyze the data and the steps used to test hypotheses, characteristics

of the respondents in a participant profile, descriptive statistics of the measured variables,

quality of the sample data, procedures used to prepare the data for analysis, and the

results of the statistical analyses. The purpose of this quantitative, nonexperimental, study

was to examine the relationships between the independent variables—management-

driven job design, employee-initiated job crafting, employee-employer negotiated i-

deals—and the dependent variable, levels of PE, in order to identify which was most

effective in promoting empowerment. Additionally, WLOC was considered a potential

influence on the relationship between independent variables and the dependent variable.

In the first three research questions, I asked how three approaches to work design (job

design, job crafting, & i-deals) are related to PE. In the fourth research question, I

considered the potential influence of WLOC on these relationships. The 12 corresponding

null and alternative hypotheses for RQ4 are shown in Table 1.

Data Collection

Participant Profile

The timeframe for data collection was 1 week. As described in Chapter 3, 150

participants from a SurveyMonkey audience completed the survey. The participant

profile (Table 2) was fairly diverse, yet the sample contained more female respondents

than the expected 50-50 male-to-female ratio of the U.S. population, ages 18 to 64, for

the year 2015.

Table 2

Demographic Profile of Participants

Gender		Count	%
Male		57	38
Female		93	62
	Total	150	100
Employment status		Count	%
Full-time		115	76.7
Part-time		35	23.3
	Total	150	100
Age		Median	Range
		40	18-65
Educational level		Count	%
High-school		36	24.0
Associate (2-yr)		34	22.7
Bachelor (4-yr)		36	24.0
Masters (6-yr)		42	28.0
Doctoral (8+yr)		2	1.3
	Total	150	100.0
Rank/position		Count	%
Front-line		83	55.3
Management		67	44.7
	Total	150	100.0
Industry type		Count	%
Banking/finance		9	6.0
Education		29	19.3
Health/medical		27	18.0
Hospitality		10	6.7
Information tech		10	6.7
Legal		7	4.7
Manufacturing		19	12.7
Military		2	1.3
Nonprofit/charitable		10	6.7
Other		27	18.0
	Total	150	100.0

Note. $N = 150$.

Descriptive Statistics

The mean, standard deviation, and Cronbach alpha for each scale are shown in

Table 3. Reliability coefficients of .70 or higher are considered acceptable in the social

sciences. The Cronbach alpha scores indicated all items had relatively high internal

consistency. I-deals presented the highest standard deviation (1.14). The WLOC

construct, however, represented the smallest standard deviation (.65) when compared to

the other constructs.

Table 3

Mean, Standard Deviation, and Cronbach's Alpha Coefficient for Major Variables

Variable	Mean	Standard deviation	Cronbach's alpha
Job design	3.93	1.07	.73
Job crafting	4.34	.81	.90
Idiosyncratic deals	3.71	1.14	.94
Psychological empowerment	4.76	.87	.90
Work locus of control	2.83	.65	.81

Note. Cronbach alpha scores indicated all items have relatively high internal consistency.

Evaluation of Data Quality and Data Preparation

Correlation analysis was used in this study because I wanted to test the strength

and type of the relationship between each independent variable and the dependent

variable. Specifically, Pearson's product-moment correlation (r) using SPSS was used to

measure the strength of the association between two variables. However, before initiating

Pearson's correlation analyses using SPSS software, the sample data were evaluated for

quality. This included examination of the data set for missing values, outliers, normality,

linearity, and homoscedasticity.

First, the data were checked for missing responses. 150 individuals answered 68 quantitative questions for a total of 10,200 individual Likert-type responses, excluding demographic information. There were 52 pieces of missing quantitative data, which was 0.51% of the total. Either the respondents intentionally declined to answer an item or mistakenly missed one or more responses. Using the series mean method, SPSS was used to replace the missing data.

Secondly, the data were inspected for outliers. Outliers were not readily apparent in the histograms of the variables (Figure 4). For statistical verification, I used the outlier labeling rule as proposed by Hoaglin and Iglewicz, 1987. The results are listed in Table 4. No responses were outside of these upper and lower limits; therefore, I concluded there were no outliers in the data set.

Table 4

Outlier Upper and Lower Limits and Extreme Values

Variable	Lower bound	Upper bound	Min	Max
Job design	.76	7.24	1.0	6.0
Job crafting	1.38	7.32	1.32	5.89
Idiosyncratic deals	.02	7.58	1.0	6.0
Psychological empowerment	1.66	8.14	2.08	6.0
Work locus of control	.20	5.6	1.38	4.81

Note. There were no outliers in the data set.
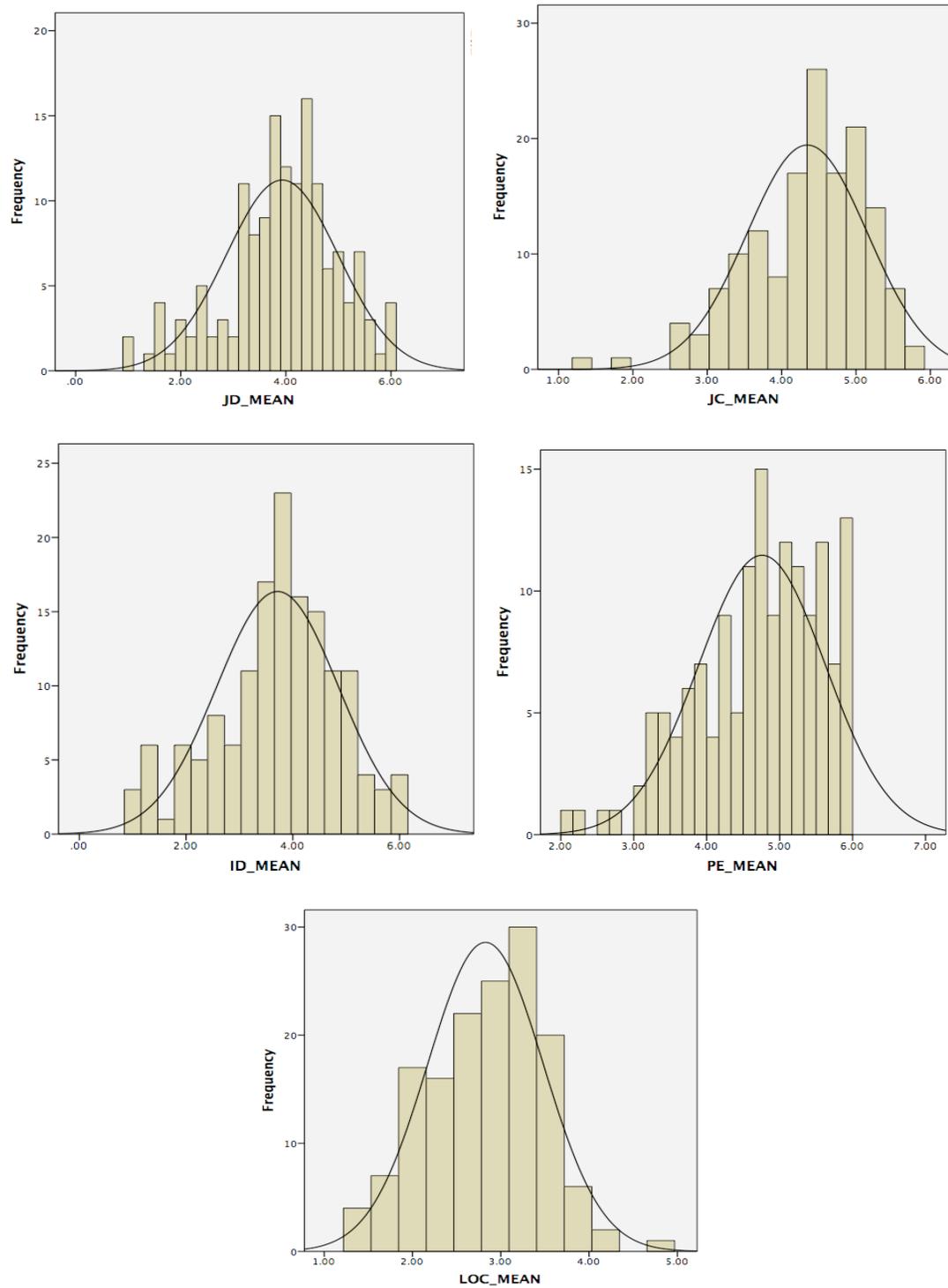
Figure 4. Histograms of data set.

Next, I examined the variables for approximate normal distribution. This was

tested for by an inspection of histograms (Figure 4) and Q-Q plots (Figure 5) and by

statistically verifying with the Shapiro-Wilk test of normality (Table 5).
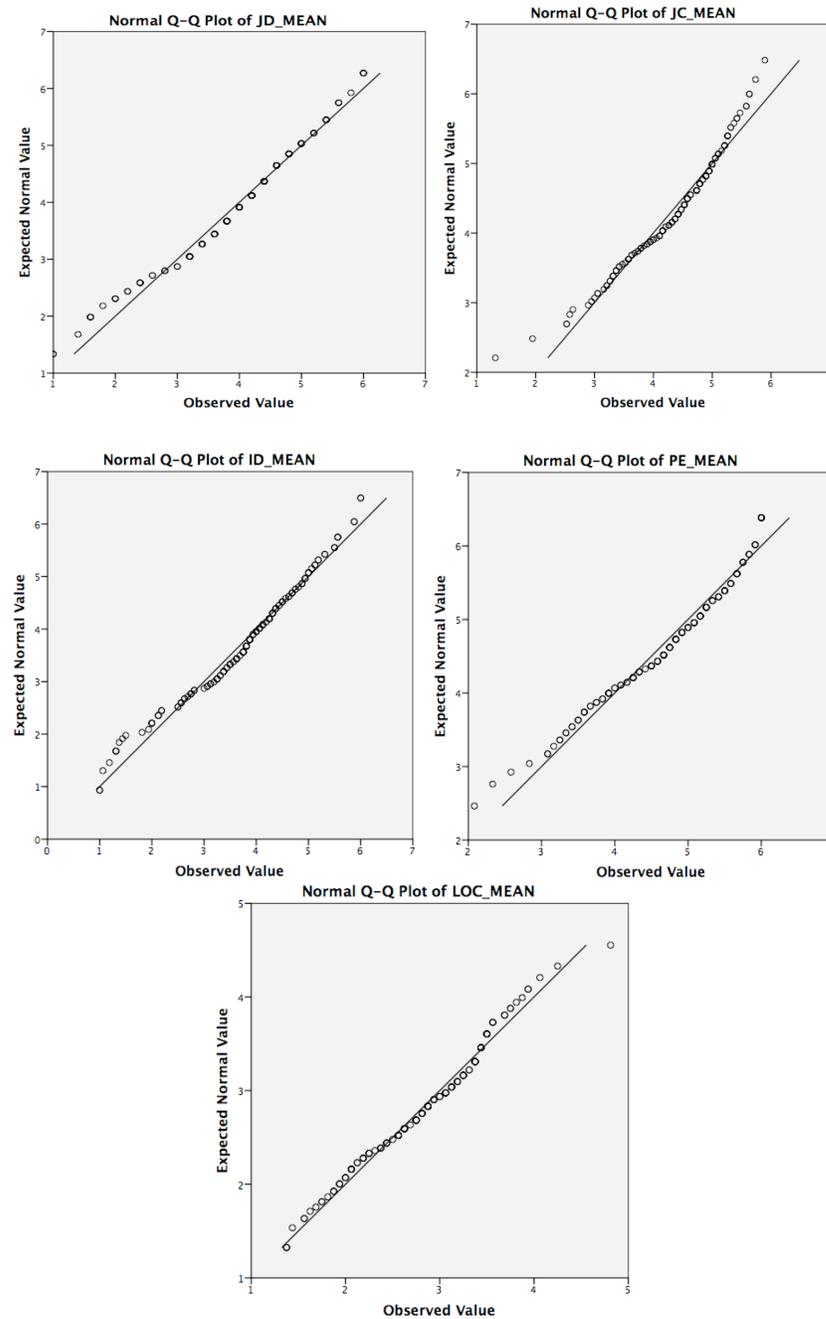
Figure 5. Q-Q plots for data set.

The Q-Q plots (Figure 5) seemed to follow a linear pattern, which suggested that the data were normally distributed. However, the Shapiro-Wilk test of normality (Table 5) shows significance values less than .05. Therefore, the null hypothesis presuming a normal distribution was rejected and it was concluded that the data tested were not from a normally distributed population.

Table 5

Shapiro-Wilk Test of Normality

	Shapiro-Wilk statistic
Job design	.97**
Job crafting	.96*
Idiosyncratic deals	.98**
Psychological empowerment	.96*
Work locus of control	.98***

Note.
***Statistical significance at .05 level.
**Statistical significance at .01 level.
*Statistical significance at .001. $N = 150$.

The potential for linear relationships between two variables was determined via scatterplot examination (Figure 6). All dependent variables appeared to be positively, linearly related to the independent variable PE with the exception of WLOC, which looked to have a negative, linear relationship with PE.
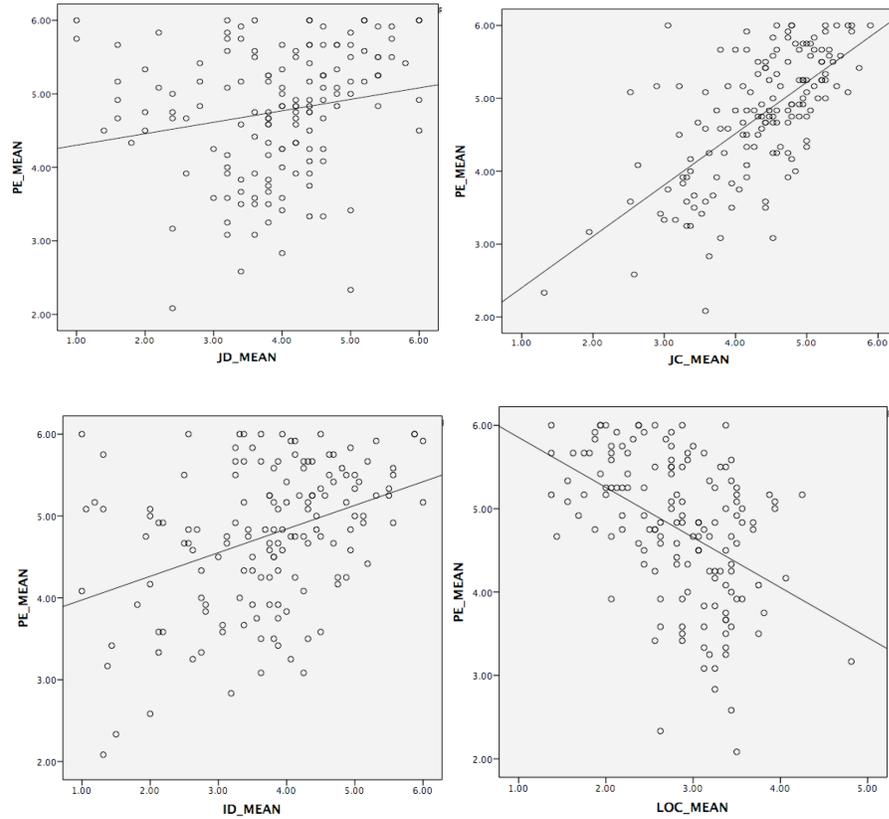
Figure 6. Scatterplot of the data set.

The assumption of homoscedasticity was assessed via scatterplot of predicted values versus standardized residuals of the regression model (Figure 7). Although the assumption was not supported, violation of this assumption did not invalidate the analysis.
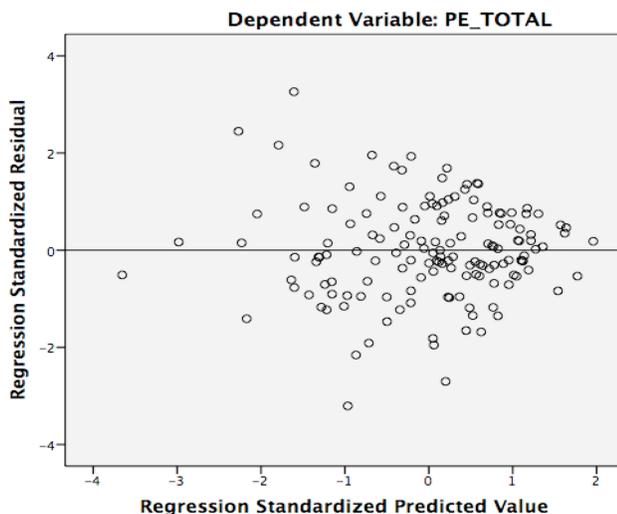
Figure 7. Scatterplot indicated the assumption of homoscedasticity was not supported.

Study Results

A Pearson product-moment correlation was computed among four scales on data for 150 participants to determine the relationships among job design, job crafting, and i-deals with an employee's feeling of empowerment. As the last row in Table 6 indicates, there were statistically significant, positive correlations between job design and PE ($r = .19, p < .05$), job crafting and PE ($r = .66, p < .01$), and i-deals and PE ($r = .38, p < .01$).

Table 6

Correlation Matrix of Major Variables

	Job design	Job crafting	Idiosyncratic deals	Psychological empowerment
Job design	1			
Job crafting	.26**	1		
Idiosyncratic deals	.40**	.58**	1	
Psychological empowerment	.19*	.66**	.38**	1

Note. *Pearson correlation is significant at .05 level (2-tailed). **Pearson correlation is significant at .01 level (2-tailed). $N = 150$.

Sorting the data by high/low WLOC scores, the median score was 2.88 and there

were 80 participants with mean WLOC response scores 2.88 or below, which indicated a

high internal tendency and there were 70 participants with mean WLOC scores greater

than 2.88, which indicated low internality. In Table 7 are the results of a Pearson's

correlation analysis of the study variables among participants with high internal

tendencies ($N = 80$). Following the last row of Table 7, the relationship between job

design and PE was not statistically significant ($r = .06$, $p > .05$), the relationship between

job crafting and PE was statistically significant ($r = .56$, $p < .01$), and the relationship

between i-deals and PE was statistically significant ($r = .25$, $p < .05$).

Table 7

Correlation Matrix of Study Variables Among Participants with High Internal Work

Locus of Control Tendencies

	Job design	Job crafting	Idiosyncratic deals	Psychological empowerment
Job design	1			
Job crafting	.15	1		
Idiosyncratic deals	.34**	.49**	1	
Psychological empowerment	.06	.56**	.25*	1

Note. *Pearson correlation is significant at .05 level (2-tailed). **Pearson correlation is significant at .01 level (2-tailed). $N = 80$.

In Table 8 are the results of a Pearson's correlation analysis of the study variables among

participants with low internal tendencies ($N = 70$). Following the last row of Table 8, the

relationship between job design and PE was statistically significant ($r = .54$, $p < .001$),

the relationship between job crating and PE was statistically significant ($r = .66$, $p <$

.001), and the relationship between i-deals and PE was statistically significant ($r = .57$, p

$< .001$).

Table 8

Correlation Matrix of Study Variables Among Participants with Low Internal Work

Locus of Control Tendencies

	Job design	Job crafting	Idiosyncratic deals	Psychological empowerment
Job design	1			
Job crafting	.53**	1		
Idiosyncratic deals	.53**	.72**	1	
Psychological empowerment	.54**	.66**	.57**	1

Note. **Pearson correlation is significant at .01 level (2-tailed). $N = 70$.

Hypotheses Testing

  Hypothesis 1. Job design is related to an individual employee's level of PE.

$H_1{}^0$: Job design and PE are not related or have a negative relationship.

$H_1{}^A$: Job design and PE are positively related.

  The null hypothesis was rejected. There was sufficient evidence at the .01 level to

conclude job design and PE were positively related.

  Hypothesis 2. Job crafting is related to an individual employee's level of PE.

$H_2{}^0$: Job crafting and PE are not related or have a negative relationship.

$H_2{}^A$: Job crafting and PE are positively related.

  The null hypothesis was rejected. There was sufficient evidence at the .05 level to

conclude job crafting and PE were positively related.

  Hypothesis 3. I-deals are related to an individual employee's level of PE.

H_3^0: I-deals and PE are not related or have a negative relationship.

H_3^A: I-deals and PE are positively related.

The null hypothesis was rejected. There was sufficient evidence at the .05 level to conclude i-deals and PE were positively related.

Hypotheses 4a-4f. In order to compare correlations to test the hypotheses for the final research question, I used Fisher's *Z*-transformations for analysis (Table 9). There was not enough evidence at the 0.05 level to conclude the alternative hypotheses 4a, 4b, 4c and 4d; however, there was enough evidence at the .05 level to conclude the alternative hypotheses 4e and 4f. Thus, the null hypotheses 4a, 4b, 4c and 4d were retained and the null hypotheses for 4e and 4f were rejected (Table 10).

Table 9

Fisher's Transformations

	Fisher's *r*-to-*z* transformations for low internal WLOC (*N* = 70)	Fisher's *r*-to-*z* transformations for high internal WLOC (*N* = 80)
Comparison of job design with psychological empowerment and idiosyncratic deals with psychological empowerment	Alternative hypothesis H_{4a}^{A}: *JD, PE > ID, PE* Retain null: *JD, PE ≤ ID, PE* *z* = -.25 one-tailed *p* = .4013 two-tailed *p* = .8026	Alternative hypothesis H_{4d}^{A}: *JD, PE < ID, PE* Retain null: *JD, PE < ID, PE* *z* = -1.21 one-tailed *p* = .1131 two-tailed *p* = .2263
Comparison of job design with psychological empowerment and job crafting with psychological empowerment	Alternative hypothesis H_{4b}^{A}: *JD, PE > JC, PE* Retain null: *JD, PE ≤ JC, PE* *z* = -1.09 one-tailed *p* = .1379 two-tailed *p* = .2757	Alternative hypothesis H_{4e}^{A}: *JD, PE < JC, PE* Conclude alternative: *JD, PE < JC, PE* *z* = -3.55 one-tailed *p* = .0002* two-tailed *p* = .0004*
Comparison of job crafting with psychological empowerment and idiosyncratic deals with psychological empowerment	Alternative hypothesis H_{4c}^{A}: *JC, PE < ID, PE* Retain null: *JC, PE ≥ ID, PE* *z* = .84 one-tailed *p* = .2005 two-tailed *p* = .4009	Alternative hypothesis H_{4f}^{A}: *JC, PE > ID, PE* Conclude alternative: *JC, PE > ID, PE* *z* = 2.34 one-tailed *p* = .0096* two-tailed *p* = .0193*

Note. *Fisher's *r*-to-*z* transformations significant at .05 level (1- and 2-tailed).

Table 10

Summary of Null Hypotheses Test Results

Null hypotheses	Description	Retain/reject
H_1^0	Job design and psychological empowerment are not related or have a negative relationship.	Reject
H_2^0	Job crafting and psychological empowerment are not related or have a negative relationship.	Reject
H_3^0	Idiosyncratic deals and psychological empowerment are not related or have a negative relationship.	Reject
H_{4a}^0	For employees with low internal locus of control, the correlation of i-deals design with psychological empowerment is greater than or equal to the correlation of job design with psychological empowerment.	Retain
H_{4b}^0	For employees with low internal locus of control, the correlation of job crafting with psychological empowerment is greater than or equal to the correlation of job design with psychological empowerment.	Retain
H_{4c}^0	For employees with low internal locus of control, the correlation of job crafting with psychological empowerment is greater than or equal to the correlation of i-deals with psychological empowerment.	Retain
H_{4d}^0	For employees with high internal locus of control, the correlation of i-deals with psychological empowerment is less than or equal to the correlation of job design with psychological empowerment.	Retain
H_{4e}^0	For employees with high internal locus of control, the correlation of job crafting with psychological empowerment is less than or equal to the correlation of job design with psychological empowerment.	Reject
H_{4f}^0	For employees with high internal locus of control, the correlation of job crafting with psychological empowerment is less than or equal to the correlation of i-deals with psychological empowerment.	Reject

Note. Summary of null hypotheses indicating retention of the null hypotheses for H_{4a}, H_{4b}, H_{4c}, and H_{4d} and rejection of the null hypotheses for H_{4e} and H_{4f}.

Relationships between variables are summarized in Table 11.

Table 11

Relationship Summary for Research Questions

Research question	Variables	Value of correlation coefficient	Strength of correlation	Direction
1. What is the relationship between job design and psychological empowerment?	$JD \rightarrow PE$	.19**	Modest	Positive
2. What is the relationship between job crafting and psychological empowerment?	$JC \rightarrow PE$	.66***	Strong	Positive
3. What is the relationship between idiosyncratic deals and psychological empowerment?	$ID \rightarrow PE$	.38***	Moderate	Positive
4. How does locus of control influence the relationships between each of the three work design types and psychological empowerment?	Low internals 4a: *ID, PE ≥ JD, PE* 4b: *JC, PE ≥ JD, PE* 4c: *JC, PE ≥ ID, PE* High Internals 4d: *ID, PE ≤ JD, PE* 4e: *JC, PE > JD, PE* 4f: *JC, PE > ID, PE*	*p*-values .4013[n.s.] .1379[n.s.] .2005[n.s.] .1131[n.s.] .0002*** .0096**		

Note. ** = $p < 0.05$; *** = $p = < 0.001$; *n.s.* = non-significant (one-tailed).

Summary of Correlation Analysis and Results

Based on findings from prior research, it was presupposed that work designs would have an effect on employees' feelings of empowerment. The three work designs under consideration were traditional, management-driven job design, employee-initiated

job crafting, and employee-employer negotiated i-deals. Additionally, it was posited that an individual's locus of control tendency might have some effect on the relationships between work design and PE. According to the correlational analyses, job design, job crafting, and i-deals all have positive, linear relationships with PE; therefore, the first three alternative hypotheses were supported. For employees with low internal WLOC (external tendencies), it was presumed that the correlation value of job crafting with PE would be less than the correlation of i-deals with PE, which would then be less than the correlation of job design with PE. This presumption was not supported. Rather, based on analysis, the correlation of job crafting with PE was greater than that of i-deals with PE, which was in turn, greater than the correlation of job design with PE. For employees with high internal WLOC (internal tendencies), it was first presumed that the correlation of i-deals with PE would be greater than job design with PE. The statistical evidence did not support this assumption. However, it was also presumed that the correlation of job crafting with PE would be greater than job design with PE and greater than i-deals with PE. In both instances, the hypotheses were supported. The implications of these findings for future research and also for professional practice are discussed in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

Five main topics are covered in Chapter 5: an overall discussion and interpretation of findings; limitations of the study; recommendations for future research; implications for academic research, pragmatic use, and positive social change; and conclusions. The purpose of this quantitative, nonexperimental, study was to examine the relationships between the independent variables—management-driven job design, employee-initiated job crafting, employee-employer negotiated i-deals—and the dependent variable, levels of PE, in order to identify which was most effective in promoting empowerment. WLOC was considered as a potential influence on the relationship between independent variables and the dependent variable. The quantitative, cross-sectional study was deductive in nature and was conducted in order to identify which approach to work design may be most effective in promoting empowerment. For employees with high internal WLOC, key results indicated that job crafting had a stronger relationship with PE than negotiated i-deals and management-driven job design.

Interpretation of Findings

Job Design

Stemming from job design theory, in the original job characteristics model, Hackman and Oldham (1976) identified five job characteristics (skill variety, task identity, task significance, autonomy, and feedback), which could be created and manipulated by supervisors to prompt a motivational increase in three psychological states of employees. Supporting evidence for this theory was discovered in this study. The results signified a modest, positive relationship between job design and PE, which

was considered a psychological state of employees. For employees with high internal WLOC, management-driven job design had a nearly negligible relationship with employees' PE. For those with low internal WLOC tendencies, job design was not statistically significant, but the correlation with PE was strong. Organizational leaders seeking an improvement in employee empowerment may be squandering management-driven job design efforts, especially for employees with high internal control tendencies.

Job Crafting

Though Wrzensniewski, LoBuglio, Dutton, and Berg (2013) acknowledged, "the design of a job is deeply consequential for employees' psychological experiences at work" (p. 281), to date, no research studies have been conducted to directly examine the relationship between employee-initiated job crafting activities and levels of employee PE. The present study expanded job crafting theory by revealing a strong, positive relationship between job crafting and PE. For employees with high internal WLOC, self-initiated job crafting had a strong, positive relationship with PE. For those with a low internal WLOC, job crafting was not statistically significant, but the correlation with PE was strong. For employees with either high or low internal WLOC, managers who wish to see improvements in levels of empowerment may focus their efforts on encouraging job crafting activities and training employees how to job craft.

Idiosyncratic Deals

As a construct in its infancy, there is still considerable research to be conducted regarding employer-employee negotiated i-deals. To date, no research studies have been conducted to investigate the relationship between i-deals and PE. The present study aids

in the development of the theory of i-deals by illuminating a moderate, positive relationship with PE. For employees with high internal WLOC tendencies, employee-employer negotiated i-deals had a modest correlation with employees' PE at the individual level. For those with a low internal WLOC, i-deals was not statistically significant, but the correlation with PE was strong. Organizational leaders hoping to see an improvement in employee empowerment may experience only modest gains when relying on an employee-employer negotiated approach to work design.

Work Locus of Control

Finally, I considered how an individual's characteristics might have an effect on the relationship between job attributes and an employee's attitude. Specifically, in RQ4, I considered how WLOC might influence the relationships between each of the three approaches to work design and an employees' PE. Comparing the differences of employees with high internal tendencies and those with low internal tendencies, the supposition that employees with high internal tendencies would report greater perceptions of job crafting than negotiated i-deals and management-driven job designs because this group of employees believes strongly in self-driven efforts was supported. For employees with high internal tendencies, the correlation of job crafting with PE was .56, a strong correlation; the correlation of i-deals with PE was .25, a modest correlation; and the correlation of job design with PE was .06, which was essentially zero (Table 7). For employees with low internality, the supposition that employees with low internal (external) tendencies would report higher perceptions of job design and lower reports of job crafting and i-deals because this group of employees believes strongly in

management-driven efforts was not supported. For those with low internal tendencies, the correlation of job design with PE was .54, a strong correlation, the correlation of job crafting with PE was .66, a strong correlation, and the correlation of i-deals with PE was .57, a strong correlation (Table 8). Although the difference between the job design, job crafting, and i-deals correlations with PE were not statistically significant for low internals (Tables 9 and 11), the correlations for all three were quite high (Table 8). Additionally, of the three correlations for low internals, the correlation of job crafting with PE at .66 was the highest. Therefore, a management practitioner may be well advised to encourage employee job crafting if the goal is to achieve greater employee empowerment, regardless of whether the employee is considered to have low internal or high internal WLOC tendencies.

Limitations of the Study

Although this study contributed to the literature about the topic of work designs and the relationship to employee PE, this study was subject to the following seven limitations:

1. Data collection included only self-reported measures. This may be considered a disadvantage and a potential threat to validity because participants may not have been fully truthful in their responses or the responses may not have been fully reflective of reality.

2. The use of self-reported measures may have led to stronger relationships between constructs such as self-initiated job crafting and employee PE. Since employees judged their own actions of job crafting, this may have been a self-serving bias.

3. The restricted time frame for data collection did not allow for a longitudinal study.

4. The cross-sectional research design was not appropriate for inferring causal relationships. Longitudinal research may have mitigated this problem.

5. There was also some limitation regarding the generalizability of the study since the research was limited to U.S. participants

6. The sample size of 150 respondents was another limiting factor. Had there been more time for data collection, perhaps a larger sample size could have been included.

7. The study may have benefitted from a more balanced sample, since a large portion of the participants was female (62%) and considered full-time (76.7%).

Recommendations for Further Research

This study beckons several new avenues for further research. As indicated by the results, three approaches to work design, namely job design, job crafting, and i-deals have significant, positive effects on employees' PE at the individual level; however, further research is needed to better understand the dynamics of these relationships over time. Although job crafting may have a noteworthy influence on employees' PE at a given point in time, it may be that an employee who regularly practices job crafting becomes more stressed over time and feel less empowered. Investigations might also center on assessing how specific work design interventions or programs are utilized to increase levels of PE at the individual, team, or organizational level. For instance, since job crafting had the strongest relationship with PE, followed by i-deals and then job design, remarkable insights may be gained by researching how particular job crafting

activities improve PE and how these activities differ among individuals and teams. An exploratory methodology could be used for further research in which an organization employs more than one approach to work design. It might also be relevant to study the success of a specific work design in one industry compared to another. Industry context may be a moderator in the relationship between work design and PE. Finally, the research in this study may be replicated by surveying or interviewing respondents from a broader population, including a wider variety of industries or across several different countries for further validation.

Implications

The results of this study offer suggestions to researchers, practitioners, and social change agents. While researchers may use this study as a springboard for further investigation, practicing managers may either perceive this study as a purely academic exercise or apply the results to current and future empowerment initiatives. Social change agents may elect to capitalize on employee efforts by exploiting new opportunities for employees to make self-directed changes to the job so that employees can make impactful contributions to the corporate social agenda or meaningful personal contributions to the greater good of society.

Implications for Researchers

The results of this study filled the gap in current research regarding the relationships between job design, job crafting, i-deals, and employee PE. Specifically, the study highlighted the importance of job crafting, which had a stronger relationship with

empowerment than did negotiated i-deals and management-driven job design. Future researchers will be able to validate and expand this knowledge.

Implications for Practicing Managers

The results of this study indicated job crafting had a strong, positive relationship with employees' PE at the individual level. For practicing managers, this insight may be the impetus for assessing or redirecting efforts of empowerment initiatives. With job design having only a modest relationship with empowerment, it is now apparent why so many traditional, management-driven empowerment initiatives have deteriorated over time or have altogether failed. Conventional empowerment initiatives may be overly centered on manager's efforts and capabilities while neglecting the possibility of employees' self-initiated work designs in propagating one's own empowerment. The results of this study clearly indicate organizations should encourage job crafting if the desire is to improve employees' PE in the workforce.

Implications for Positive Social Change

While the motivation for this study was to understand relationships between various approaches to work design and employee empowerment, the results of the study suggest empowered employees might also be considered active agents of positive social change. Relying on self-initiated job crafting activities, employees may wish to design their own work to allow for opportunities to personally or professionally contribute to the greater good of society in a meaningful way. In doing so, employees may perpetuate their own PE. These efforts might also benefit organizations aspiring to practice corporate social responsibility because it is likely psychologically empowered employees,

especially those with the capacity to craft their own job, will become proactive corporate ambassadors of goodwill in the greater community.

Concluding Remarks

In this study, I investigated the relationship between job design, job crafting, i-deals, and PE. Empirical results showed three approaches to work design, namely job design, job crafting, and i-deals had significant, positive relationships with employee PE at the individual level and that job crafting had the strongest positive relationship with PE. Therefore, efforts to improve employees' PE should concentrate on job crafting activities regardless of whether the individual employee is considered to have high or low internal control tendencies. This study complements prior descriptive studies in management literature and sets the stage for future research regarding the effects of work designs on employee PE.

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Appendix A: Psychological Empowerment Instrument (PEI)

Subscales

M = meaning (3 items)
C = competence (3 items)
S = self-determination (3 items)
I = impact (3 items)

Listed below are a number of self-orientations that people may have with regard to their work role. Using the following scale, please indicate the extent to which you agree or disagree that each one describes your self-orientation.

1. Disagree Very Much; 2. Disagree Moderately; 3. Disagree Slightly; 4. Agree Slightly; 5. Agree Moderately; and 6. Agree Very Much

1. ____ I am confident about my ability to do my job (C).

2. ____ The work that I do is important to me (M).

3. ____ I have significant autonomy in determining how I do my job (S).

4. ____ My impact on what happens in my department is large (I).

5. ____ My job activities are personally meaningful to me (M).

6. ____ I have a great deal of control over what happens in my department (I).

7. ____ I can decide on my own how to go about doing my own work (S).

8. ____ I have considerable opportunity for independence and freedom in how I do my job (S).

9. ____ I have mastered the skills necessary for my job (C).

10. ____ The work I do is meaningful to me (M).

11. ____ I have significant influence over what happens in my department (I).

12. ____ I am self-assured about my capabilities to perform my work activities (C).

Appendix B: Request and Permission for Psychological Empowerment Instrument

Psychological Empowerment Instrument (PEI)
Request Letter

Gretchen M. Spreitzer
Department of Management and Organizations
Stephen M. Ross School of Business
University of Michigan
701 Tappan Street, Room E2550
Ann Arbor, MI 48109-1234
spreitze@umich.edu

August 19, 2014

Dr. Spreitzer:

I am a doctoral student in the School of Management at Walden University specializing in leadership and organizational change. I am conducting a study to fulfill the dissertation requirement of the doctoral degree and plan to collect my data in 2014. **I am contacting you to request permission to copy the Psychological Empowerment Instrument for use in my study**. My research is an attempt to examine the relationships between work design types and an employee's psychological empowerment. This study is consistent with the IRB guidelines for using human subjects and employee participation will be voluntary. The proposed sample population is 150 employees from a participant pool at Walden University. If you have further questions or need clarification about the study, please contact me. I appreciate your assistance in helping me with the project and will be happy to provide you with an executive summary of the study finding if you are interested.

Thank you for your attention and support.

Marsha Miller, MSM
Walden University PhD Candidate
303-359-7308
marsha.miller2@waldenu.edu
from: Gretchen Spreitzer <spreitze@umich.edu>
to: Marsha Miller <marsha.miller2@waldenu.edu>
date: Tue, Aug 19, 2014 at 11:49 AM
subject: Re: Request to Use Psychological Empowerment Instrument (PEI)

Hello Marsha, what interesting research you are proposing! You have my permission. Please share your findings with me so that I can learn from you. Best wishes!

Appendix C: Job Design Survey

Job Design

Using the following scale, please indicate the extent to which you agree or disagree that each item describes your present (or most recent) job.

Subscales
SV = skill variety (1 item)
TI = task identity (1 item)
TS = task significance (1 item)
A = autonomy (1 item)
F = feedback (1 item)

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1. My employer determines how many different skills or talents I use as part of my job (SV)	1	2	3	4	5	6
2. My employer determines how much of my job involves doing a "whole" and identifiable piece of work (either a complete piece of work with an obvious beginning and end or just a small part of the overall work) (TI)	1	2	3	4	5	6
3. My employer determines how much impact my job will have (how the results affect the lives and well-being of others) (TS)	1	2	3	4	5	6
4. My employer determines how and when my work gets done (A)	1	2	3	4	5	6
5. My employer regularly lets me know how well I am doing on my job (F)	1	2	3	4	5	6

Appendix D: Request and Permission for Job Diagnostic Survey

Greg R. Oldham
College of Business at Illinois
270 Wohlers Hall
1206 South Sixth Street
Champaign, IL 61820
g-oldham@uiuc.edu

December 2, 2014
Dr. Oldham:
I am a doctoral student in the School of Management at Walden University specializing in leadership and organizational change. I am conducting a study to fulfill the dissertation requirement of the doctoral degree and plan to collect my data in 2014. **I am contacting you to request permission to use/modify the Job Diagnostic Survey (short form) for use in my study.** My research is an attempt to examine the relationships between work design types and an employee's psychological empowerment. This study is consistent with the IRB guidelines for using human subjects and employee participation will be voluntary. The proposed sample population is 150 employees from a participant pool at Walden University. If you have further questions or need clarification about the study, please contact me. I appreciate your assistance in helping me with the project and will be happy to provide you with an executive summary of the study finding if you are interested.
Thank you for your attention and support.

Marsha Miller, MSM
Walden University PhD Candidate
303-359-7308
marsha.miller2@waldenu.edu

---

from: Greg R. Oldham <goldham@tulane.edu>
to: Marsha Miller <marsha.miller2@waldenu.edu>
date: Thu, Dec 2, 2014 at 3:37 PM
subject: Re: Permission to use JDS short form
mailed-by: tulane.edu

Marsha,

You have my permission to use/modify the Job Diagnostic Survey.
Good luck with your work.
Greg Oldham

Appendix E: Job Crafting Survey

Job Crafting Using the following scale, please indicate the extent to which you agree or disagree that each item describes your present (or most recent) job. Subscales TC = task crafting (7 items) CC = cognitive crafting (5 items) RC = relational crafting (7 items)	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1. I introduce new approaches to improve my work (TC)	1	2	3	4	5	6
2. I change either the scope or types of tasks I complete at work (TC)	1	2	3	4	5	6
3. I introduce new work tasks that better suit my skills or interests (TC)	1	2	3	4	5	6
4. I choose whether or not to take on additional tasks at work (TC)	1	2	3	4	5	6
5. I give preference to work tasks that suit my skills or interests (TC)	1	2	3	4	5	6
6. I change the way I do my job to make it more enjoyable for myself (TC)	1	2	3	4	5	6
7. I change minor procedures that I think are not productive (TC)	1	2	3	4	5	6
8. I think about how my job gives my life purpose (CC)	1	2	3	4	5	6
9. I remind myself about the significance my work has for the success of the organization (CC)	1	2	3	4	5	6
10. I remind myself of the importance of my work for the broader community (CC)	1	2	3	4	5	6
11. I think about the ways in which my work positively impacts my life (CC)	1	2	3	4	5	6
12. I reflect on the role my job has for my overall well-being (CC)	1	2	3	4	5	6
13. I engage in networking activities to establish more relationships (RC)	1	2	3	4	5	6
14. I make an effort to get to know people well at work (RC)	1	2	3	4	5	6
15. I organize or attend work related social functions (RC)	1	2	3	4	5	6
16. I organize special events in the workplace (e.g., celebrating a co-worker's birthday) (RC)	1	2	3	4	5	6
17. I introduce myself to co-workers, customers, or clients I have not met (RC)	1	2	3	4	5	6
18. I choose to mentor new employees (officially or unofficially) (RC)	1	2	3	4	5	6
19. I make friends with people at work who have similar skills or interests (RC)	1	2	3	4	5	6

Appendix F: Request and Permission for Job Crafting Survey

Job Crafting Survey
Request Letter

Gavin R. Slemp
Monash University
Gavin.slemp@unimelb.edu.au

November 6, 2014

Dr. Slemp:

I am a doctoral student in the School of Management at Walden University specializing in leadership and organizational change. I am conducting a study to fulfill the dissertation requirement of the doctoral degree and plan to collect my data in 2014. **I am contacting you to request permission to copy the Job Crafting Survey for use in my study.** My research is an attempt to examine the relationships between work design types and an employee's psychological empowerment. This study is consistent with the IRB guidelines for using human subjects and employee participation will be voluntary. The proposed sample population is 150 employees from a participant pool at Walden University. If you have further questions or need clarification about the study, please contact me. I appreciate your assistance in helping me with the project and will be happy to provide you with an executive summary of the study finding if you are interested.

Thank you for your attention and support.

Marsha Miller, MSM
Walden University PhD Candidate
303-359-7308
marsha.miller2@waldenu.edu

from: Gavin Robert Slemp <gavin.slemp@unimelb.edu.au>
to: Marsha Miller <marsha.miller2@waldenu.edu>
date: Thu, Nov 6, 2014 at 11:45 AM
subject: Re: Request for Job Crafting Survey
mailed-by: unimelb.edu.au

Hi Marsha,
Sure, you can use the job crafting questionnaire.
Sounds like an interesting study, all the best with it!
Cheers
Gavin

Appendix G: Idiosyncratic Deals Survey

Idiosyncratic Deals

Using the following scale, please indicate the extent to which you agree or disagree that each item describes your present (or most recent) job.
Subscales
T = task & work responsibilities (7 items)
F = schedule & location flexibility (5 items)
D = developmental (4 items)

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1. My employer and I negotiate how I do my job (T)	1	2	3	4	5	6
2. I have negotiated with my employer for extra responsibilities that take advantage of the skills that I bring to the job (T)	1	2	3	4	5	6
3. My employer and I have negotiated tasks for me that better develop my skills (T)	1	2	3	4	5	6
4. I have negotiated with my employer for tasks that better fit my personalty, skills, and abilities (T)	1	2	3	4	5	6
5. My employer and I have negotiated opportunities for me to take on desired responsibilities outside of my formal job requirements (T)	1	2	3	4	5	6
6. Considering my distinctive contributions, I have negotiated with my employer for more flexibility in how I complete my job (T)	1	2	3	4	5	6
7. I have negotiated with my employer for a desirable position that makes use of my unique abilities (T)	1	2	3	4	5	6
8. My employer and I have considered my personal needs when negotiating my work schedule (F)	1	2	3	4	5	6
9. My employer and I have negotiated accommodations for my off-the-job demands when considering my work hours (F)	1	2	3	4	5	6
10. Outside of formal leave and sick time, my supervisor and I have negotiated additional time off to attend to non-work related issues (F)	1	2	3	4	5	6
11. Because of my individual needs, I have negotiated a unique arrangement with my supervisor that allows me to complete a portion of my work outside of the office (F)	1	2	3	4	5	6
12. Because of my particular circumstances, I have negotiated a unique arrangement with my supervisor that allows me to do work from somewhere other than the main office (F)	1	2	3	4	5	6
13. My employer and I have successfully negotiated a unique arrangement that allows me training opportunities (D)	1	2	3	4	5	6
14. My employer and I have successfully negotiated a unique	1	2	3	4	5	6

arrangement that allows me on-the-job training activities (D)						
15. My employer and I have successfully negotiated a unique arrangement that allows me special opportunities for skill development (D)	1	2	3	4	5	6
16. My employer and I have successfully negotiated a unique arrangement that allows me career development opportunities (D)	1	2	3	4	5	6

Appendix H: Request and Permission for Ex Post Idiosyncratic Deals Scale

Ex Post Idiosyncratic Deals Scale
Request Letter

Christopher C. Rosen
University of Arkansas
Sam M. Walton College of Business
Department of Management
Fayetteville, AR 72701-1201
crosen@walton.uark.edu

August 19, 2014

Dr. Rosen:

I am a doctoral student in the School of Management at Walden University specializing in leadership and organizational change. I am conducting a study to fulfill the dissertation requirement of the doctoral degree and plan to collect my data in 2014. **I am contacting you to request permission to copy the Ex Post Idiosyncratic Deals Scale (task and work responsibilities, schedule flexibility, and location flexibility dimensions) for use in my study**. My research is an attempt to examine the relationships between work design types and an employee's psychological empowerment. This study is consistent with the IRB guidelines for using human subjects and employee participation will be voluntary. The proposed sample population is 150 employees from a participant pool at Walden University. If you have further questions or need clarification about the study, please contact me. I appreciate your assistance in helping me with the project and will be happy to provide you with an executive summary of the study finding if you are interested.

Thank you for your attention and support.

Marsha Miller, MSM
Walden University PhD Candidate
303-359-7308
marsha.miller2@waldenu.edu
from: Chris Rosen <CRosen@walton.uark.edu>
to: Marsha Miller <marsha.miller2@waldenu.edu>
date: Wed, Aug 20, 2014 at 8:37 AM
subject: RE: Request for Ex Post Idiosyncratic Deals Scale

You have my permission to use our scale in your study. Please be sure to cite the source article when you write the results section.
Take Care,
Chris

Appendix I: Request and Permission for Developmental Idiosyncratic Deals Subscale

Dr. Denise M. Rousseau
Carnegie Mellon University

November 13, 2014

Dr. Rousseau,
I am a doctoral student in the School of Management at Walden University specializing in leadership and organizational change. I am conducting a study to fulfill the dissertation requirement of the doctoral degree and plan to collect my data in 2014. **I am contacting you to request permission to gain access to and include the English version of the Developmental Idiosyncratic Deals subscale (as cited in Hornung, Rousseau, & Glaser, 2008, p. 659) for use in my study**.
My research is an attempt to examine the relationships between work design types and an employee's psychological empowerment. This study is consistent with the IRB guidelines for using human subjects and employee participation will be voluntary. The proposed sample population is 150 employees from a participant pool at Walden University. If you have further questions or need clarification about the study, please contact me. I appreciate your assistance in helping me with the project and will be happy to provide you with an executive summary of the study finding if you are interested. Thank you for your attention and support.

Marsha Miller, MSM
Walden University PhD Candidate
303-359-7308
marsha.miller2@waldenu.edu

_____

from: Denise Rousseau <denise@cmu.edu>
to: Marsha Miller <marsha.miller2@waldenu.edu>
date: Thu, Nov 13, 2014 at 9:03 AM

Hi Marsha of course. Does the article have all the info you need?

Sent from my iPhone

Denise M. Rousseau
H J Heinz University Professor
Carnegie Mellon University

Appendix J: Work Locus of Control Scale

Work Locus of Control Scale
Copyright Paul E. Spector (1988)

The following questions concern your beliefs about jobs in general. They do not refer only to your present (or most recent) job.

[R]These items should be reverse scored during data analysis.
I = internal locus of control (8 items)
E = external locus of control (8 items)

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1[R]. A job is what you make of it. (I)	1	2	3	4	5	6
2[R]. On most jobs, people can pretty much accomplish whatever they set out to accomplish (I)	1	2	3	4	5	6
3[R]. If you know what you want out of a job, you can find a job that gives it to you (I)	1	2	3	4	5	6
4[R]. If employees are unhappy with a decision made by their boss, they should do something about it (I)	1	2	3	4	5	6
5. Getting the job you want is mostly a matter of luck (E)	1	2	3	4	5	6
6. Making money is primarily a matter of good fortune (E)	1	2	3	4	5	6
7[R]. Most people are capable of doing their jobs well if they make the effort (I)	1	2	3	4	5	6
8. In order to get a really good job, you need to have family members or friends in high places (E)	1	2	3	4	5	6
9. Promotions are usually a matter of good fortune (E)	1	2	3	4	5	6
10. When it comes to landing a really good job, who you know is more important than what you know (E)	1	2	3	4	5	6
11[R]. Promotions are given to employees who perform well on the job (I)	1	2	3	4	5	6
12. To make a lot of money you have to know the right people (E)	1	2	3	4	5	6
13. It takes a lot of luck to be an outstanding employee on most jobs (E)	1	2	3	4	5	6
14[R]. People who perform their jobs well generally get rewarded (I)	1	2	3	4	5	6
15[R]. Most employees have more influence on their supervisors than they think they do (I)	1	2	3	4	5	6
16. The main difference between people who make a lot of money and people who make a little money is luck (E)	1	2	3	4	5	6

[R]These items should be reverse scored during data analysis.

Appendix K: Permission to Include Work Locus of Control Scale

The WLCS can be used free of charge for noncommercial educational and research purposes in return for sharing results. The WLCS is copyright © 1988, Paul E. Spector, all rights reserved (http://shell.cas.usf.edu/~pspector/scales/wlcspage.html).
Sharing of Results for Researchers Who Use My Scales

All of my scales are copyrighted. I allow free use under two conditions.
1. The use is for noncommercial educational or research purposes. This means no one is charging anyone a fee. If you are using any of my scales for consulting purposes, there is a fee.
2. You agree to share results with me. This is how I continue to update the norms and bibliography.

What Results Do I Need?

1. Means per subscale and total score
2. Sample size
3. Brief description of sample, e.g., 220 hospital nurses. I don't need to know the organization name if it is sensitive.
4. Name of country where collected, and if outside of the U.S., the language used. I am especially interested in non-American samples.
5. Standard deviations per subscale and total score (optional)
6. Coefficient alpha per subscale and total score (optional)

I would love to see copies of research reports (thesis, dissertation, conference paper, journal article, etc.) in which you used the JSS. Summaries are fine for long documents (e.g., dissertation), and e-mailed documents are preferred (saves copy and mail costs). Be sure to indicate how you want the work cited in the bibliography.

You can send the material to me via e-mail: pspector@usf.edu or via regular mail: Paul Spector, Department of Psychology, PCD 4118, University of South Florida, Tampa, FL 33620 USA (http://shell.cas.usf.edu/~pspector/scales/share.html).

Appendix L: Demographic Characteristics

Responses to the following questions will be used to describe general characteristics of

survey participants. This information will not be used to identify you.

What is your gender? ☐ Male   ☐ Female

Do you work part-time (29 hours or less per week)?   ☐ Yes   ☐ No
Do you work full-time (30 or more hours per week)?   ☐ Yes   ☐ No

Your age at latest birthday _____years

Highest educational attainment:
☐ High School/GED ☐ Associate's (2-yr) ☐ Bachelor's (4-yr) ☐ Master's
☐ PhD

How many employees report to you? ☐ 0   ☐ 1 or more

What is your *primary* occupation/industry (select only one)?
☐ Non-profit/Charitable   ☐ Health/Medical   ☐ Education
☐ Military   ☐ Municipality   ☐ Information Technologies
☐ Manufacturing   ☐ Hospitality   ☐ Banking/Finance
☐ Legal   ☐ Other

Appendix M: SurveyMonkey Permission

SurveyMonkey

SurveyMonkey Inc.
www.surveymonkey.com

For questions, visit our Help Center
help.surveymonkey.com

Re: Permission to Conduct Research Using SurveyMonkey

To whom it may concern:

This letter is being produced in response to a request by a student at your institution who wishes to conduct a survey using SurveyMonkey in order to support their research. The student has indicated that they require a letter from SurveyMonkey granting them permission to do this. Please accept this letter as evidence of such permission. Students are permitted to conduct research via the SurveyMonkey platform provided that they abide by our Terms of Use, a copy of which is available on our website.

SurveyMonkey is a self-serve survey platform on which our users can, by themselves, create, deploy and analyze surveys through an online interface. We have users in many different industries who use surveys for many different purposes. One of our most common use cases is students and other types of researchers using our online tools to conduct academic research.

If you have any questions about this letter, please contact us through our Help Center at help.surveymonkey.com.

Sincerely,

SurveyMonkey Inc.

Appendix N: Institutional Review Board Approval

Dear Ms. Miller,
Fri, Dec 12, 2014 at 4:32 PM
This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Relationships Between Job Design, Job Crafting, Idiosyncratic Deals and Psychological Empowerment."
Your approval # is 12-12-14-0280084. You will need to reference this number in your dissertation and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note, if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.
Your IRB approval expires on December 11, 2015. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.
Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. This includes maintaining your current status with the university. Your IRB approval is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, your IRB approval is suspended. Absolutely NO participant recruitment or data collection may occur while a student is not actively enrolled.
If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 1 week of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.
When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher. Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the IRB section of the Walden website:
http://academicguides.waldenu.edu/researchcenter/orec
Researchers are expected to keep detailed records of their research activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.
Both students and faculty are invited to provide feedback on this IRB experience at the link below:

http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKlmdiQ_3d_3d
Sincerely,
Libby Munson
Research Ethics Support Specialist
Office of Research Ethics and Compliance
Email: irb@waldenu.edu
Fax: 626-605-0472
Phone: 612-312-1283

Office address for Walden University
100 Washington Avenue South, Suite 900
Minneapolis, MN 55401

Information about the Walden University Institutional Review Board, including
instructions for application, may be found at this link:
http://academicguides.waldenu.edu/researchcenter/orec