

THE ROLE OF MOBILE SMARTPHONES MANIFESTED IN THE JOB CRAFTING
BEHAVIORS OF MILLENNIAL GENERATION PROFESSIONALS WORKING IN A
PUBLIC SECTOR AGENCY

BY

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DISSERTATION

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ABSTRACT

Smartphones have come to play an important role in the way we manage and organize our work-life activities and responsibilities. Likewise, significant shifts in workforce demographics are prompting greater attention to the workplace needs of a new, dominant generation: Millennials. Yet, there appears to be a disparity in our understanding in why and how this generation are using Smartphones in their daily work habits that may alter their work and social environment at work. This presents a problem for organizations and HRD practitioners grappling between conventional wisdom governing the workplace; and the reality, cleverness, and resourcefulness of people using Smartphones for work-life activities. The purpose of this study was to explore these two forces from the lens of job crafting theory to understand why and Millennials use their Smartphones in their daily work habits and how job features and individual orientations regulate their perceived opportunity to use their devices to job craft. This study used qualitative methodology employing the use of ethnographic techniques, a three-tiered semi-structured interview procedure, and other items in the data collection and thematic analysis process. To inform existing theory, this study framed the analysis and results within the five constructs of the job crafting framework; producing 12 core themes and 24 corresponding sub-themes related to the use of Smartphones in the daily work habits of the study participants. A thorough discussion with implications for HRD research and practice are addressed in addition to limitations. This study concludes Smartphones do not define Millennials; however, these devices may play an important supportive role in individual job crafting, an essential cog in the wheel of their daily work habits and life experiences. Thus, a subordinate, but integral part in how these individuals satisfy their work/life needs, experience meaningfulness and purpose, make sense their worlds, and their place within them.

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the most courageous, persevering, self-sacrificing, and hard-working woman I know.*

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CHAPTER 1 - INTRODUCTION

The advancement of mobile technology into the mainstream of business and personal use in the 21st century has fundamentally shaped the ways in which we have applied their use in organization settings. Over the last several decades, mobile technologies have steadily gained traction within the business community as corporations frequently issue these devices, particularly Smartphones, to their professional staff while other employees bring their own devices into the work environment (Bradley, Loucks, Macaulay, Medcalf, & Buckalew, 2012; MacCormick, Dery, & Kolb, 2012). The popularity and pervasiveness of Wi-Fi enabled Smartphones have also extended the boundaries of work and professional relationships in our communities and around the world through perpetual and ubiquitous connectivity (MacCormick et al., 2012). Consequently, these devices have been a catalyst for “creating new ways to work, learn, and communicate across borders” (McKinsey Global Institute, 2016).

Parallel to this movement, has been the entrance of the Millennial generation (herein referred to as Millennials) into the labor market. Recent studies suggest that Millennials are now the largest, most educated, tech savvy, “connected,” and diverse generation dominating the United States workplace (Deloitte University Press, 2015; Fry, 2018; The Council of Economic Advisors, 2014). Born in an era of rapid technological advancement, Millennials are believed to be “connected” through their Smartphones; exhibiting technical agility across instruments and using them for communication and multitasking much more than that of previous generations (Robinson & Stubberud, 2012; The Council of Economic Advisors, 2014, p. 3). Consequently, these individuals are thought to be more likely to utilize their Smartphone in their personal and professional lives; potentially influencing conventional work practices in their attempt to accomplish tasks and communicate with others (Research Quarterly, 2010).

Human Resource Development (HRD) professionals are taking note of these developments; exploring approaches for leveraging these devices to engage their workforce, address professional development needs, and to capitalize on the potential benefit these devices afford in the management of work activities. Yet, there is little research regarding how employees, particularly Millennials, are using their Smartphone in their daily work habits. Drawing on Wrzesniewski and Dutton's (2001) theory of job crafting, this study will explore the role of Smartphones in why and how Millennials actively shape the boundaries of their job in a departmental unit within a public sector agency located in the Midwest region of the United States.

BACKGROUND

Throughout history, technology has long played a central role in the design and performance of work in organizational settings. Since the invention of the first handheld cellular mobile phone patented in 1973 by Martin Cooper of Motorola Inc., mobile technology has revolutionized the way we communicate and conduct business (Agar, 2003). One of the "most rapidly adopted consumer technology in history" (Bezerra et al., 2015, p. 7), recent industry reports suggest Smartphones are increasingly supporting organizational functions and new ways of working (ATD Research, 2015; ATD Research & i4cp, 2013; Deloitte University Press, 2015). As Smartphones potentially propel the world of work forward through our fingertips into a global digital abyss of communication, social mediated activity, business transactions, and information; these devices continue the legacy of technological impact as traditional structures, norms, practices, and processes yield to its influence (ATD Research, 2015).

Defined as a Wi-Fi enabled "web-based technology combined with handheld devices" (Hashemi, Azizinezhad, Najafi & Nesari, 2011), Smartphones frequently provide ready access to

the internet and to a variety of applications designed to support work anytime, anywhere the individual might be located. From the formal environment of the workplace to multiple contexts, individuals move across different spaces (physical, conceptual, and social), time, and devices (Sharples, Arnedillo-Sanchez & Vavoula, 2009) inherently expanding the conventional boundaries between work and life activities. Recent studies suggest, the unique aspects of Smartphones support individual agency, management of work identity, social connectedness, communication flow, and productivity (see Bittman, Brown, & Wajcman, 2009; Cavazotte, Heloisa Lemos, & Villadsen, 2014; Mazmanian, Orlikowski, & Yates, 2013; Symon & Pritchard, 2015). Therefore, emphasizing there is a growing “need to understand technology and use ‘design thinking’ as a way to integrate technology into the workplace” (Deloitte University Press, 2015, p. 97).

Currently the Millennial generation makes up the largest demographic dominating the United States workforce (Fry, 2018), while there is still ongoing discussion surrounding the boundaries of what constitutes a Millennial, most researchers agree the Millennial generation refers to individuals born after 1980 to 2000 (Hershatter & Epstein, 2010; Ng, Schweitzer, & Lyons, 2010; Oh & Reeves, 2014; Reeves & Oh, 2007; Robinson & Stubberud, 2012). Hershatter and Epstein (2010) reason that this is the era that earmarks the introduction of the TCP/IP suite [1982] that enables the internet, thus revolutionizing the traditional ways in which we seek information, generate it, and communicate with others (p. 212). Hence, the dynamics of contemporary technologies and the Millennial generation growing up with them have been the subject of intense curiosity in the scholarly, industry, and popular literature.

While much attention has been given to this generational cohort’s apparent agility and ease in their adaptation to new technologies; the bulk of literature has focused on “how

characteristics of the Millennial Generation differ from those of previous generations, and what these differences mean for people who educate, train, and or supervise this generation” (Oh & Reeves, 2014, p. 820). However, Hershatter and Epstein (2010) assert that while this generation may behave in ways that are easily identifiable, predictable, and often unique, “the data does not show that their belief system or values are very different” (p. 212). They contend that what sets Millennials apart from previous generations is their “relationship with technology” and how it “has changed the way they know the world” and interact within organizations (Hershatter & Epstein, 2010, p. 212). Yet, evidence warranting the claim that Millennials have “exceptionally sophisticated knowledge of and skills with emerging technologies” (Oh & Reeves, 2014, p. 212) continues to be a subject of debate. Despite these contentions, perceived or otherwise, companies remain persistent in their efforts to adapt policies and programs to better suit the needs of this generational cohort; presenting “one of the largest challenges for organizations” (Hershatter & Epstein, 2010, p. 216) over the next few decades.

PROBLEM STATEMENT

The evolution of diverse technologies has played a key role in how we think about workplace practices and leverage their use to enhance productivity. Likewise, Smartphones have come to play an important role in the way we manage and organize our work-life activities and responsibilities. Driving these changes are significant shifts in workforce demographics; prompting HRD professionals to evaluate alternative approaches to conventional workplace practices and policies that appeal to and engage young professionals assumed to be digitally adept at Smartphones. For these reasons it is necessary to understand the role of Smartphones in how Millennials are adapting their devices to manage their work-life responsibilities, so that

organizations can effectively respond to the workplace needs of this generation in the decades to come.

Considering the contextual environments Smartphones span and the assumed technical agility of Millennials to leverage these devices for work responsibilities, organizations are being challenged “to rethink the design of work and the capabilities their employees need to succeed” (Schwartz, Bohdal-Spiegelhoff, Gretczko, & Sloan, 2016). Yet, there appears to be a disparity in our understanding of how to address the changing nature and context of the work environment brought about by Smartphones and changing workplace demographics (Hershatter & Epstein, 2010; Ruona & Coates, 2012). This presents a problem for organizational leadership and HRD practitioners grappling between conventional wisdom governing the workplace (e.g., job design, space, time, etc.), and the reality, cleverness, and resourcefulness of people using Smartphones anytime and anywhere for work-life activities and interactions. If Smartphones are a critical force challenging conventional notions about the contextual nature of work, job design, and practices in organizations and, if Millennials are already assumed to be using their Smartphone to alter their work activities and engage with colleagues in unconventional ways; then more research is necessary to understand the use of Smartphones in the job crafting behaviors of Millennials and the specific and general outcomes associated with these practices.

RESEARCH SIGNIFICANCE

The influence of Smartphones in the workplace is an emerging area of research. Embedded in our daily lives, these devices are changing our perceptions and expectations of social and professional norms, work practices, and daily activities; adapting Smartphones to perform work tasks and attend to life activities ubiquitously. Thus, often blurring the lines

between the conventional boundaries that constitute formal job designs, typical work practices, and the social environment of work.

Industry trends indicate that major demographic shifts in the labor force are on the horizon with the increasing presence of Millennials in the work environment. Ruona and Coates (2012) note, “the demographics in our workplaces are more diverse than ever, calling into question our understanding of employees’ expectations of work and posing critical uncertainties related to attracting, developing, engaging, and retaining critical talent” (p. 560). These uncertainties coupled with the prevalence of Smartphones in the workplace are challenging organizational professionals to rethink conventional notions of job design and workplace practices to address the needs of a contemporary, digitally adept workforce in the 21st century.

Despite the growing interest among researchers to explore Smartphones in the workplace, there are few studies in the literature concerning how these devices are used in the everyday work habits of people (e.g., work, and non-work activities), particularly in the field of HRD. Likewise, the entrance of Millennials in the workplace is garnering considerable interest in the study of this demographic because of the unique social, economic, and technical environment in which they came of age. While there is extensive research on the characteristics of this generation, there is little research examining how Millennials use their Smartphone during their workday activities. This lack of inquiry poses a noticeable gap in our knowledge of the unique dynamics’ characteristic of the interactions between Millennials’ and their use of Smartphones in the workplace. For this reason, this topic merits further inquiry into our understanding of why and how these two forces may be altering the boundaries of traditional notions of job design and the social environment of work in ways that may also foster meaning of work and work identity.

RESEARCH QUESTIONS

A primary concern across industries is how to effectively engage and challenge Millennials in organizations. A common theme throughout the literature suggest Millennials' desire "accelerated responsibility and paths to leadership. They seek greater purpose in their work and they want greater flexibility in how that work is done" (Deloitte University Press, 2015). The premise of job crafting is that employees take an active role in "shaping both the tasks and social relationships that compose a job" and that "job boundaries, the meaning in work, and work identities are not fully determined by formal job requirements" (Wrzesniewski & Dutton, 2001). Yet, little is known about the motivations of Millennials to job craft and the regulating influences involved in their job crafting behaviors and associated outcomes.

Using the theoretical framework of job crafting, this inquiry is designed to explore Millennials' motivation and use of Smartphones in the modification of the task, cognitive, and relational boundaries associated with their job role. Considering this objective, this study specifically explores the following:

1. Why do Millennials use their Smartphone in their work habits?
2. How do features of the job (e.g., contextual conditions) and individual orientations (e.g., states) regulate their perceived opportunity to use their Smartphone?
3. How does the use of Smartphones shape the task, cognitive, and relational boundaries associated with the working environment of Millennials?

Finally, the aim of this inquiry is to understand the role of Smartphones in why and how Millennials shape the design of their jobs and the social environment associated with work in ways that foster the development of work identity and meaning of work.

THEORETICAL FRAMEWORK

Central to this study is the theory of job crafting introduced by Wrzesniewski and Dutton (2001). Defining job crafting as “the physical and cognitive changes individuals make in the task or relational boundaries of their work” (Wrzesniewski & Dutton, 2001, p. 179, job crafting emphasizes how individuals shape the task (physically or cognitively) and/or the relational boundaries of their job to foster meaning and identity in their work. Changing the task and cognitive boundaries surrounding one’s work means modifying the frequency or form of daily work activities and how one might perceive his or her job (e.g., as a set of discrete parts or as an integrated whole). The discretion over with whom and/or the nature of one’s interactions while working constitutes making changes in the relational boundaries of the job; altering the social environment and/or space in which work takes place (Wrzesniewski & Dutton, 2001, p. 179).

The job crafting framework is an alternative approach expanding on theories of job design which traditionally dictate a top-down management approach in designing and structuring jobs within the work system. Where conventional job design theories tend to view the individual as a passive actor within the work system, job crafting positions the individual as an active participant; routinely customizing, modifying, and crafting their jobs within the boundary and scope of the formal job structure (Oldham & Hackman, 2010).

Although job crafting is somewhat of a contemporary theory, the notion of job crafting is not new, albeit not always explicitly defined in the literature as such (see Black & Ashford, 1995; Kulik, Oldham, & Hackman, 1987; Nicholson, 1984) (Nicholson, 2010). Foundational to job crafting is Papert’s theory of constructionism (Wrzesniewski & Dutton, 2001). Papert, a protégé of Piaget, builds on Piaget’s theory of constructivism by advancing the idea that individuals construct mental models of their experiences and interactions to understand the world

around them (Gergen, 1994; Wrzesniewski & Dutton, 2001). Wrzesniewski and Dutton (2001) contend that through job crafting “employees construct their work worlds by shaping the tasks that compose the job, and ... form interactions and relationships that compose the social environment at work” (p. 180). Given the unique characteristics of Millennials and assumptions concerning their relationship and reliance on Smartphones, the theory of job crafting provides a comprehensive and appropriate framework for exploring the role of Smartphones in Millennials workplace practices and relationships, informing theory while also adding to the body of research.

DELIMITATIONS AND LIMITATIONS

The focus of this study is on individuals born after 1980 which is within the scope of the generational perimeters for Millennials defined consistently within the literature (Hershatte and Epstein, 2010; Pew Research Center, 2010; Robinson & Stubberud, 2012; Lyons, Schweitzer & Ng, 2015). Growing up during a time of rapid technological advancement, globalization, and economic and political uncertainty, this generational cohort has been slow to enter the workforce, yet is the largest generation comprising the active U.S. workforce (Fry, 2018). Enabled by the convenience of Smartphones, digital medias infiltrate almost every aspect of their lives, thus “their use of time has drastically changed from that of previous generations” (Oh & Reeves, 2014, p. 66). Not surprisingly, this generation has become a target of the popular literature and scholarly curiosity in trying to understand how this generation is different from previous generations and what keeps them motivated and engaged in the workplace.

The Millennial generation is thought to be characteristically unique relative to previous generations because of their relationship with technology, particularly Smartphones (Hershatte & Epstein, 2010). They are the first generation to be ‘always connected’ and according to Pew

Research Center (2010) generally consider their Smartphone to be an extension of themselves. Some scholars even go as far to suggest Millennials are “physically wired differently in that their brains have developed in different ways than those of previous generations who were not exposed to such high levels of information and communication technology” (Robinson & Stubberud, 2012). Yet, these types of generalizations made in the extensive body of research and the popular literature are frequently “based on weak survey research and the speculations of profit-oriented consultants” (Reeves & Oh, 2007, p. 302). Thus, conjectures concerning the Millennial (or any) generational cohort under study should be approached with caution and critical awareness to avoid the reinforcement of questionable inferences and assumptions (Oh & Reeves, 2014).

The objective of this study, therefore, is not to explore or make claims concerning the supposed ‘unique’ characteristics of Millennials, but rather understand their motives, values, beliefs, and behaviors concerning the use of Smartphones in their daily work habits. Because of the ubiquitous nature of Smartphones, using a qualitative research design that situates this study in the natural setting of the observed brings us closer to understanding the meaning Millennials bring to their work roles manifested in their use of these devices. Qualitative inquiry asks *how* and *why* something is occurring providing a rich data set to bring insight and meaning to a phenomenon.

Even though qualitative inquiry provides depth and meaning to a study, it is understood that a limitation to this research is the lack of generalizability across different contexts. In addition, the research design may also impose its own limitations in terms of accessibility to the organization, length of time in the field, member participation, replicability of the study, and the interpretation of results. Nevertheless, the strength of rigorous qualitative inquiry is the creation

of profound intellectual insight brought about through senseful interpretation of the representations “that make the world visible ...in terms of the meaning people bring to them” (Tedlock, 2000, p. 3).

DEFINITION OF TERMS

There is some debate in the literature regarding the generational boundaries that constitute a Millennial (Aviles & Eastman, 2012). Pew Research Center (2010) suggests, “Generational names are the handiwork of popular culture. Some are drawn from a historic event; others from a rapid social or demographic change; others from a big turn in the calendar” (p.4). Horovitz (2012) contends, authors Strauss and Howe (1991) were the first to coin the name Millennial to describe the generational cohort following the Gen Xers and positioning them to be the generation to reach adulthood in the new millennium. *Gen Y* and *Echo boomers* also refer to the Millennial demographic. For the purpose of definition, this study will rely on the generational name and parameters closely aligned with Strauss and Howe (1991) and consistently put forth in the literature as described by Pew Research Center (2010) depicted in Table 1.1.

Table 1.1: Generational parameters

Generational name	Parameters	Other descriptive labels
Millennials	Born after 1980	Gen Y, Echo boomers; first generation to come of age in the new millennium
Gen X	Born between 1965 - 1980	Xers: originally label the Baby Bust generation
Baby Boomer	Born between 1946 - 1964	Boomers: a demographically driven label brought about by increased fertility after WWII ended (1946) and birth control went on the market
The Silent Generation	Born between 1928-1945	Silents; Children of the great depression and World War II

Considering the multidisciplinary approach to the literature review, the following table 1.2 lists the definitions of terms meant to singularize and clarify the terminology into a common lexis describing aspects of theory, concepts, and participants as they pertain to the study.

Table 1.2: Definition of terms

Term	Definition	Author
Smartphones	A web-based technology combined with handheld devices that can be easily carried, provide convenience, and enable connectivity for the user.	Hashemi, Azizinezhad, Najafi, and Nesari (2011)
Millennial generation	Individuals born after 1980 and into the late 1990s (a generational end point has yet to be established).	Hershatter and Epstein (2010); Robinson and Stubberud (2012); Vicki Culpin et al. (2015)
Job design	The actual structure of jobs that employees perform in the work itself including the tasks or activities they complete for their organizations on a daily basis.	(Oldham & Fried, 2016)
Job crafting theory	The physical and cognitive changes individuals make in the task or relational boundaries of their work.	Wrzesniewski and Dutton (2001)
Motivation in work	The energetic forces that originate both within as well as beyond an individual's being that influence the initiation, direction, intensity, and duration of action.	Kanfer and Chen (2016)
Tasks	A series of prescribed work activities requiring physical action and cognitive behaviors to accomplish a desired outcome.	Reddout (1987); Wrzesniewski and Dutton (2001)
Task boundaries	The physical, cognitive, and relational boundaries of the job and social environment of the work setting.	Wrzesniewski, LoBuglio, Dutton, and Berg (2013)
Social environment at work	Refers to the type of interactions that take place between employees within the culture of the organization (e.g., organizational policy values, systems, structures, and individual characteristics, etc.)	(UKEssays, 2018)
Employee engagement	A positive, active, work-related psychological state operationalized by the maintenance, intensity, and direction of cognitive, emotional, and behavioral energy.	(Shuck, Osam, Zigarmi, & Nimon, 2017)
Meaningful work	Work that is subjectively judged to matter, be significant, possess the capacity to serve some greater good, and feed the creation of meaning in one's broader life.	Hall, Feldman, and Kim (2013)
Work purpose	A stable and generalized intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self.	Damon, Menon, and Bronk (2003)
Identity	The unique personal attributes that make one distinct from others.	(Watson, 2012, p. 332)
Social Identity	The cultural or discursive notions of who or what any individual might be.	(Watson, 2012)
Work identity	A distinctive aspect of identity stemming from the negotiation between personal and social identities to form a work-based self-concept constituting a combination of organizational, occupational, and other identities that shape the roles individuals adopt and corresponding ways they behave when performing their work in the context of their jobs and/or careers.	(Walsh & Gordon, 2008; Watson, 2012)

(Table 1.2 cont.)

Identity work	Refers to people being engage in forming, repairing, maintaining, strengthening, or revising the constructions that are productive of a sense of coherence and distinctiveness.	Sveningsson and Alvesson (2003)
Meaning of work	Implies a sociological and anthropological concern for the role of work in society: Norms, values, and traditions of work in the day-to-day life of people.	(Chalofsky, 2003)

CHAPTER 2 – LITERATURE REVIEW

Industry trends suggest we are in the midst of the fourth industrial revolution driving change in the nature of work and the modern work environment brought about by the socio-economic and technological influences of shifting demographics and Smartphones (World Economic Forum, 2016). Parker, Wall, and Cordery (2001) assert that organizations across industries are no longer the static entities of earlier times, but flexible enterprises that must continually innovate to remain viable in a global economy (p. 418). Grant, Fried, Parker, and Frese (2010) suggest, “one of the most crucial topics for job design research concerns whether the nature of employees is changing” and whether current “job designs may need to be adapted” (p. 152). These concerns are noteworthy considering the prominence of Millennials in the active workforce, their use of Smartphones in the workplace, and the impact of these technologies on future generations to come.

The following review of the literature highlights the characteristics of Millennials in conjunction with the unique aspects of Smartphones that make this generation a social force potentially driving changes in conventional work practices and job designs for the future. A brief deliberation on the roots of traditional job design theory and practice ensues, preceding a dialogue concerning employee engagement; a primary outcome often associated with job design and job crafting theory. The discussion continues with an introduction of job crafting theory conceptualized by Wrzesniewski and Dutton (2001) foundational to this study; re-envisioning job design as individuals actively crafting their jobs to construct meaning and identity in what they do. The chapter concludes with an explanation supporting the relevance of job crafting theory in exploring the role of Smartphones in Millennials job crafting behaviors often overlooked in recent empirical studies.

MILLENNIAL GENERATION

Although there is a plethora of information available regarding Millennials values, personality traits, and work attitudes, research in this area remains somewhat a contested area; confirming and/or disconfirming similarities and differences in comparative studies, anecdotal evidence, and popular stereotypes (Kowske, Rasch, & Wiley, 2010; Lyons & Kuron, 2014; Oh & Reeves, 2014). Lyons and Kuron (2014) contend, generational archetypes “take the form and are perpetuated because they represent shifts in thought and action that are conspicuous but not necessarily representative of an entire cohort” (p. S151). For instance, ‘Baby Boomers’ (Born between 1946 – 1964) have been characterized as being non-conformists, relationship oriented, hard-working, resourceful, and goal-centric (Ryback, 2016). Whereas, the Millennials are “commonly characterized in the media and popular press as one of entitlement, individualism, self-centeredness, and optimism” (Lyons & Kuron, 2014, p. S151). Therefore, although many people categorized as Baby Boomers or Millennials may be prototypical of certain generational characteristics is it arguable that not all individuals fit neatly into a box of common traits (Lyons & Kuron, 2014; Reeves & Oh, 2007).

Inconsistencies among recently published empirical studies are said to be largely due to an emphasis on descriptive studies based on a cohort perspective with “great deal of variation in methodologies and reporting of findings” (Lyons & Kuron, 2014; see also Oh & Reeves, 2014). Rather than a cohort perspective, Lyons and Kuron (2014) suggest researchers need to consider generational studies from an alternative perspective; viewing a generational cohort as a *social force*. They argue, “the events and context a generation experiences in its formative years serves as a potential basis for the emergence of a shared ‘inborn way of experiencing life and the world’” (Citing Mannheim, 1952 p. 283; Lyons & Kuron, 2014, p. S140). Expanding on the

social force perspective, Gilleard (2004) draws on the theory and politics of identity and differences associated with cultural studies to conceptualize a generation as a “cultural field” (p. 114). In this view, “a movement or mode of thought and action [...] emerges at a specific point in history that may have adherents from multiple birth cohorts but is likely centered around a core of a certain age range” (Lyons & Kuron, 2014, p. S151). This distinguishes the notion of a generation by the “depth and breadth of a particular age group’s generational habitus” rather than an “overdetermined identity between age group, cohort, and period” (Gilleard, 2004, p. 114).

While it is incumbent upon researchers to consider the “dispositions that generate and structure individual practices... which emerge and are defined by the forces operating in a particular generational field” (Gilleard, 2004, p. 114), there is a dearth of research examining generations as a cultural force. For this reason, the basis of this review takes a cautionary approach encompassing recent scholarly and industry research taking an age group-cohort-period perspective in classifying and studying the Millennial generation. Thus, while reflective of the current body of literature, it is with the understanding that recent theories, research, and conclusions concerning generational attributes, characteristics, and differences have several limitations (e.g. socioeconomic classes, cultural diversity, white collar vs. blue collar careers, etc.) (see Oh & Reeves, 2014; Reeves & Oh, 2007). Despite these shortcomings, ongoing research confirming and/or disconfirming findings presents opportunities for further inquiry adding insight into our empirical understanding concerning distinguishing traits among different generations.

Characteristics of the Millennial generation

Many ascribe the distinctive characteristics, attitudes, and behaviors of Millennials as being due to the societal changes occurring during their formative years (e.g., globalization,

rapid technological advancement, demographic diversity and size, economic and political conditions, highly involved parenting, etc.). Hence, underlying the group-cohort-period perspective is the “Zeitgeist” notion that each generational epoch has its own unique spirit or nature shaped by societal events occurring during a specific era. These influences are assumed to imbue a generational cohort “with a particular character that differs from previous generations” (Moore, Grunberg, & Krause, 2014, p. 1769).

Consequently, much of the dialogue in the scholarly, industry, and popular literature reason that history, societal influences and the experiences undergone by their boomer parents (i.e., shifts in employee/organization psychological contract, widespread downsizing, outsourcing, etc.) has had a significant developmental effect on Millennials (Ertas, 2015; Holt, Marques, & Way, 2012; Moore et al., 2014; Myers & Sadaghiani, 2010; Tims & Bakker, 2010). Accordingly, Millennials are considered “less likely to invest mentally and emotionally in their work... less work centric than previous generations... [and] are more likely to value and prioritize both their work and home lives... leisure... and a meaningful career” (Moore et al., 2014, p. 1769). However, Hershatter and Epstein (2010) argue Millennials “do not appear to be any more altruistic, family-oriented, or motivated to succeed than those who have preceded them, nor are they any less concerned with making money” (p. 212). Rather, they contend, what distinguishes them from previous generations is their desire for personal achievement, leadership responsibility, and their bond with technology (Hershatter & Epstein, 2010, p. 212; Myers & Sadaghiani, 2010; see also Robinson & Stubberud, 2012).

Career expectations and priorities of Millennials

The career aspirations of Millennials are said to be focused on rapid promotion. Although this generation is likely to accept an entry-level position upon college graduation, they

are believed to have high expectations for quick promotions to leadership (i.e., within the first 18 months) (Hershatter & Epstein, 2010; Ng et al., 2010). Some attribute this desire for achievement to the intense “socializing communication from parents about leadership [... emphasizing] personal achievement and extrinsic (i.e., material) success (Myers & Sadaghiani, 2010, p. 234). Despite this orientation to achievement and confidence, there is some evidence Millennials feel they may be moving into leadership positions prematurely; sharing reservations among their peers on whether they are sufficiently prepared to assume the advanced responsibilities associated with leadership positions (ATD Research & i4cp, 2013). Consequently, Millennials tend to gravitate toward opportunities for professional development, feedback and mentoring relationships with their supervisors (Kowske et al., 2010; Myers & Sadaghiani, 2010; Tims & Bakker, 2010).

Current industry trends also suggest there is growing momentum among Millennials to want to be involved in organizations that make a tangible impact on social issues. Deloitte (2017) reports “many Millennials feel unable to exert any meaningful influence on some of society’s biggest challenges; but, in the workforce, they can feel a greater sense of control” (p. 13). For this reason, this generation tends to engage themselves in “good causes” through not-for-profit organizations or sponsored opportunities by their employer to satisfy the need to make a charitable impact on their local communities and to a greater extent, the world (Deloitte, 2017).

Millennials’ inclination toward technology

Growing up as the first generation immersed in a digitally networked society, Millennials are the largest generational cohort to enter the workforce since the Boomers. Considered digitally fluent, Millennials are believed to frequently use their Smartphone as “the primary medium of information exchange, making them more informed, curious,” and generally instantly

gratified (Holt et al., 2012, p. 82). One of the most common characteristics frequently associated with Millennials is their inclination and adaptive ability to technology. Hershatter and Epstein (2010) assert, Millennials are seemingly “hard wired by technology... it is integral to their academic, social, and personal lives, [they] don’t think about adaptation at all; technology for them is a sixth sense, as a way of knowing and interacting with the world” (p. 213). For this reason, many believe Millennials may be more likely to engage their Smartphone in creative and unconventional ways to express themselves, communicate, socialize, and seek information while working.

MOBILE SMARTPHONES

Perhaps one of the most rapidly developed, widely embraced technologies of the 21st century, Smartphones are almost at the point of saturation (Anderson, 2015). The technological affordances of Smartphones offer users perpetual connectivity wherever they may be located; making these devices almost indispensable as people digitally toggle between personal and professional pursuits anytime and anywhere. The size and portability of these devices makes them a unique, convenient tool for managing a multitude of tasks and activities, granting greater autonomy and control in balancing the many facets of daily life. As individuals move across multiple settings and/or between devices, the usability and functionality of these devices create unique contextual spaces allowing the sharing of information, real-time transactions, communication, and interaction with others; either individually or within select digital social groups. Smartphones have become so widespread in daily life there is little notice regarding how these devices are shifting the dynamics, norms, and professional expectations and relationships in contemporary work environments of today.

Technological affordances of Smartphones

The evolution of Smartphones capabilities bolstered by a global communications network system has led to an increasingly mobile, “data-enabled life-style” (Dery, Kolb, & MacCormick, 2014, p. 565). The usability, functionality, and connectivity of Smartphones support a broad spectrum of transactional, informational, and social processes limited only by the capacity of the device and the skill, knowledge, and belief of the user in how they can manipulate it for a particular purpose. The functionality of Smartphones coupled with internet capability have created an “always on” culture of perpetual connectivity, thus making it increasingly difficult to “disconnect” (Dery et al., 2014). Yet, despite evidence that constant connectivity can be disruptive to work and non-work environments, the convenience and flexibility of being ‘connected’ through Smartphones has become widely embraced and even desirable (Cavazotte et al., 2014; MacCormick et al., 2012; Mazmanian et al., 2013).

The technical features of the Smartphone such as size, weight, portability, battery life, connectivity, and user interface design, enhance the convenience and experience of the user making them more apt to engage their device in a variety of activities. The functional aspects of the device (e.g., phone, calendar, SMS, camera, applications, etc.) enable the user to accomplish a specific aim including the management of tasks and timely interactions associated with work-life activities. A recent study by Cavazotte et al. (2014) found participants highly favored using their Smartphone in the course of their jobs because it allowed them to manage the stream of communication and workload “on their own terms, with discretion” (p.78). Hence, the unique affordances brought about by Smartphones have broadened the scope of contextual boundaries; shifting the conventional norms associated with traditional job designs and occupations.

Contextual aspects of Smartphones

The context of Smartphones consists of the spaces created during the exchange happening between the individual and their device. Underlying these contextual spaces is the mobility and level of awareness individuals have as they move freely between the milieu of work and non-work environments. Thus, the context associated with Smartphones is multi-dimensional; consisting of the *physical space* individuals occupy while moving across settings and the *conceptual spaces* of moving to-from and between topics. It's context also encompasses the *social spaces* individuals occupy as they engage and perform within social media; and the transcendence of *time* – permeating the conventional boundaries between work and non-work environments as individuals fill the momentary gaps in daily life (Sharples, Arnedillo-Sanchez, Milrad, & Vavoula, 2009; Sharples, Taylor, & Vavoula, 2007).

The contexts associated with the mobility of the user includes specific geographical locations and long distance movement, but also “any situation where the user is away from his or her desk in a stationary office (and sometimes even situations when *at* the desk), such as meetings, commute, breaks, and when spending time at home after hours” (Gebauer, 2008, p. 114). In this sense, mobility represents the ways individuals move across different physical spaces, portable technologies (e.g., laptop to Smartphone to notepad), topics (e.g., informational, or situational), and a variety of social platforms. For instance, during a negotiation meeting, a business professional may use a notepad in conjunction with a Smartphone to easily receive and transmit information while consulting his or her colleague sitting across the table. While traveling to the next engagement, he or she may move across different Smartphones, topics, and social spaces in preparation for the meeting, all while managing a variety of unrelated tasks.

The level of awareness associated with the mobile context encompasses the multiple environments in which activities occur. As individuals engage with their Smartphone, they may be contextually aware of their surroundings; meaning the physical space/location may be relevant as they engage with their Smartphone (i.e., a physician sending a photo to a colleague for consultation while also conferring with a patient). The environment may also be contextually neutral in which the physical setting may be just a backdrop as the individual interacts with their device while moving across locations and time (i.e., traveling by bus while interacting or sending information/documents to a client) (Crompton, 2013, p. 4). In this way, individuals may or may not be conscious of their physical environment, particularly when engaged in the conceptual spaces afforded by their Smartphone (e.g., social media, webcasts, gaming, texting, etc.). Thus, the contextual awareness of Smartphones transcends the physical spaces and conventional boundaries of time as individuals use their device whether on the job, in the field, or during non-work hours. This freedom of movement and the ability of Smartphones to span different contextual environments inherently create greater agency and opportunity in altering how and when tasks are completed; when and with whom one interacts; and the expectations and contributions perceived of themselves and others.

Individual agency supported by Smartphones

Central to the concept of agency is the individual's ability to exercise autonomy and control in negotiating, managing, and balancing the complexity of their life roles, demands, daily activities, and interactions within their social environments (Kuchinke, 2013). Despite the debate in the sciences regarding the philosophical, psychological, and sociological aspects of individual agency, Bandura (2001) suggests, "agency embodies the endowments, belief systems, self-regulatory capabilities and distributed structures and functions through which personal

influence [is] exercised, rather than residing as a discrete entity in a particular place” (p. 2). This description highlights the core aspects of individual agency inducing individuals to make decisions and act including:

1. Intentionality or the pro-active, self-motivators affecting the likelihood of actions at a future point in time.
2. Forethought in which people motivate themselves and guide their actions in anticipation for future events.
3. Self-reactiveness in the individual’s ability to give shape to appropriate courses of action and to motivate and regulate their execution.
4. Self-reflectiveness through reflective self-consciousness people evaluate their motivation, values, and the meaning of their life pursuits. (Bandura, 2001, pp. 6-10)

These cognitive processes elicit a strong motivational component enabling individuals “to accomplish tasks and goals that give meaning, direction, and satisfaction to their lives” (Bandura, 2001, p. 4).

Individuals exercise agency in the way they control the flow of their work activities; managing their workload, transactions, information, and communications (Hrubec, 2015, p. 41). Several recent studies demonstrate how people modify their workplace interactions using different strategies to regulate, monitor, and buffer their communications and availability through their Smartphones (see Derks, van Duin, Tims, & Bakker, 2015; Dery et al., 2014; Mazmanian et al., 2013). In doing so, they are able to bridge “the tension between their personal autonomy and professional commitment” (Mazmanian et al., 2013, p. 1338). Motivated to achieve their own agendas, Smartphones provide individuals with the flexibility to self-regulate; exercising discretion and command over their work activities (Cavazotte et al., 2014; Lindgren &

McDaniel, 2012). Thus, reaffirming “their authority, status, and sense of self as accomplished professionals” (Mazmanian et al., 2013, p. 1338).

Impression management supported by Smartphones

Similar to the concept of identity work, impression management is the social exercise of controlling, shaping, and adjusting the perceptions of others about who one is by demonstrating or implying qualities and behaviors others may deem to be of value, considerable worth, and/or contribution (DuBrin, 2011; Tedeschi, 1981). The presentation of oneself in either superficial or substantive ways is a key aspect of impression management. Regularly negotiating the social image they desire to project to others, individuals are generally motivated to create positive impressions and do so through the verbal and non-verbal acts of self-presentation (Paliszkiwicz & Madra-Sawicka, 2016; Symon & Pritchard, 2015, p. 247). While most people desire to create a favorable persona, there can be some exception to this reasoning such as when individuals desire to create a negative impression to avoid a situation, task, or camouflage an incompetency. Therefore, the degree to which a person may be motivated to create a positive (or negative) impression is often situational; it can be automatic with little forethought or deliberate depending on their motivations (Crafford, Adams, Saayman, & Vinkenburg, 2015; DuBrin, 2011; Goffman, 1959).

The impression one makes on others also reinforces the sense of work identity they may ascribe to themselves. Ybema et al. (2009) suggests that the construction of a positive identity is “a socially negotiated temporary outcome of the dynamic interplay between internal strivings and external prescriptions, between self-presentation and labelling by others, between achievement and ascription and between regulation and resistance” (p. 301). In a recent study, Symon and Pritchard (2015) observed that making one’s self accessible via Smartphones outside

of the work environment produced the impression of being a “reliable, contactable, and responsive colleague” (p. 249). On the other hand, failing to connect (intentional or otherwise) or not responding in a timely manner may induce a negative impression such as being unresponsive or lacking commitment. Crowe and Middleton (2012) also found that women professionals use their Smartphone in ways that let them “define and shape the terms of their accessibility, allowing them to fulfil work and personal responsibilities and to convey professionalism...responsibility, and commitment to their jobs” (p. 563).

Smartphones, particularly devices issued by the organization, are also often symbolic artifacts of image; projecting positions of power, rank, prestige, and success (Chigona, Robertson, & Mimbi, 2012). Because these devices may convey a particular social status or membership, individuals desiring to portray themselves in this way may display their Smartphone conspicuously and in close proximity to their body as a means of shaping the perceptions of others (see Cavazotte et al., 2014; Crowe & Middleton, 2012; Ladner, 2008; Mazmanian et al., 2013; Symon & Pritchard, 2015). Whether symbolic of professional success or a useful tool in one’s efforts toward self-presentation, individuals may use Smartphones to construct social images they envisage as attributes associated with one’s work role and ideals of professionalism; performing in ways that convey what they desire others to see – that they are competent, efficient, knowledgeable professionals (Ladner, 2008).

Social exchange and connectedness supported by Smartphones

A primary aspect of Smartphones is its capacity for social exchange and ability to evoke a sense of connectedness among individuals within their networks. An emerging concept in the literature, social connectedness refers to the psychological involvement of being connected, aware, and ‘in touch’ with others through technical means (Chen & Nath, 2008; Rettie, 2003). In

the context of work settings, Huynh, Metzger, and Winefield (2012) define social connectedness as “a positive emotional sense of wellbeing that results from an individual’s strong sense of belonging with other workers and the recipients of one’s service” (p. 876). Rettie (2003) also describes social connectedness in the realm of the digital environment as an “emotional experience, evoked by, but independent of the other’s presence” (i.e., awareness of another’s presence on social media whether one chooses to engage them or not).

A mechanism for outreach, Smartphones enable people to establish contact, interact, and form relationships with others that span the conventional boundaries of the workplace. Individuals are able to develop a sense of shared action, awareness, and involvement among colleagues; establishing “a presence in the organization’s life, and through responding, enacting that presence and one’s identity” (Symon & Pritchard, 2015, p. 256). As organizational members collectively participate in work activities mediated by Smartphones, they engage with one another ubiquitously creating an ‘always on’ culture of perpetual contact (e.g., readily available). They are better able to manage the pace, time, and spaces in how, when, where and with whom they communicate and work (Bittman et al., 2009; Mazmanian et al., 2013). In using their Smartphone to fill gaps of ‘downtime,’ individuals’ perceive they are more efficient and productive in performing their work tasks even though they may be physically absent from the work environment. In this way, they are also able to maintain a sense of being socially present, involved, and connected to their work, colleagues, and clients (see Bittman et al., 2009; Cavazotte et al., 2014; Mazmanian et al., 2013).

Performance aspects supported by Smartphones

Depending on the context, job position, and the individual’s latitude in leveraging Smartphones at work, these devices are becoming mainstream in the performance of work-

related activities. Smartphones support work performance through their media capability, capacity for data processing, and multiple modes of communication (Quinn, 2011). Recognizing the benefits of Smartphones in supporting employee performance, more organizations are investing in secure mobile platforms, granting employees access to the company's internal network systems in real-time, at the point of need, at any time, and anywhere. The level of access an employees has to work-related information enables them to be more agile and responsive to their job demands, thereby increasing their productivity (Chung, Lee, & Kim, 2014).

Several studies examining Smartphones in the workplace suggests that people generally accept and value the flexible affordances of portable devices. While there is evidence noting increased expectations for availability and responsiveness, infringements on work-life balance, and issues with detachment, people are utilizing Smartphones more frequently for work tasks and communications (see Cavazotte et al., 2014; Chen & Nath, 2008; Mazmanian et al., 2013; Yun, Kettinger, & Lee, 2012). A recent study by Yun et al. (2012) suggests employees using Smartphones for work-related activities had higher perceptions of work quality (e.g. efficiency and effectiveness) despite the inherent increase in their workload (see also Cavazotte et al., 2014). Using Smartphones allowed individuals to 'stay on top of things,' 'keep up on things,' 'keep an eye things,' and 'stay in the loop' (Gebauer, 2008; Mazmanian et al., 2013; Yun et al., 2012). Other studies note productivity gains in improved work and communication, data entry, records management, real-time transactions, visibility in the community, and occupational safety (See Karanasios & Allen, 2014; Makinen & Henttonen, 2011; Mazmanian et al., 2013; Rossi, Tuunainen, & Pesonen, 2007; Straus, Bikson, Balkovich, & Pane, 2010).

An individual's orientation toward work often prompts them "to see different kinds of possibilities for how to change their tasks and relationships" (Wrzesniewski & Dutton, 2001, p. 184). The functional attributes of Smartphones open endless possibilities in the ways these devices might be adapted to augment work activities; largely becoming the technology of choice, particularly among people looking for flexibility, meaning, and purpose in their work. The impact of Smartphones in the workplace and the penchant Millennials are believed to have toward leveraging these devices are potentially disrupting conventional job designs; prompting business managers to explore new ways of appealing and engaging this generation in their work.

JOB DESIGN

The idea of designing jobs to enhance productivity began with the notion of the division of labor introduced during the industrial revolution. To increase output and minimize waste, jobs were designed by simplifying work tasks and allocating specific duties to various work groups and/or individuals (Daniels, Le Blanc, & Davis, 2014; Watson, 2012). This practice of dividing labor and task simplification became the foundation for the classic theory of scientific management introduced by Fredrick Taylor at the turn of the 20th century. These principles still influence many industrial work systems and job designs today.

Designing jobs using the principles of scientific management yielded favorable results in productivity and waste, however employees had little leeway in the control and performance of their jobs. Spurred by movements in humanism and psychology, organizational theories and studies on work performance and productivity became more prevalent (i.e., Hawthorne studies, Herzberg's Motivation-Hygiene Theory, job enrichment, etc.), making the employee central to the work process and adding to our knowledge of human motivation and work behavior. These early studies have since become influential in the development of contemporary work systems

and job designs intended to increase productivity, while also enhancing employee motivation and job satisfaction (Daniels et al., 2014; Oldham & Fried, 2016).

Shifting from the industrial era to a service economy inherently transformed the landscape of work and job designs. Recognizing the importance of the human element in job design, organizations began considering the alignment of work structures, systems, and people more fully “as well as the impact of these structures, enactments, and modifications on individual, group, and organizational outcomes” (Grant & Parker, 2009, p. 319). Torraco (2005) asserts, “The nature of work and how it is structured and related to human activity affects every aspect of the organization” (p. 85). Therefore, the configuration of structures, resources, technology, and people are essential to executing the functions of the entity across organizational levels, but also “fundamental to the meaning and value one places in work. As such, the organization and design of one’s work environment significantly shape the contribution one makes to the organization” (Torraco, 2005, p. 85). Thus, the basic intent of job design theory is to develop a series of work activities that improve “organizational effectiveness and the human experience of work” (Buchanan, 1979, p. 6), while also fostering employee motivation and job satisfaction.

The body of literature on job design theory is extensive. One of the “most widely-researched and debated approach to job design from the late 1970s until the present day” (Oldham & Fried, 2016, p. 21) is Job Characteristic Theory (JCT). Introduced by Hackman and Oldham (1976), JCT focuses on five distinguishing aspects necessary in the design of jobs:

- 1) skill variety,
- 2) task identity,
- 3) task significance,
- 4) autonomy, and
- 5) job-based feedback

The underlying assumption of JCT holds that the presence of these characteristics in job designs contribute to outcomes of employee motivation, job satisfaction, and performance (Oldham & Fried, 2016). Although early research testing JCT has generated mixed results, these studies have made significant progress in our understanding of the outcomes associated with job design. The last several decades has expanded the scope and study of job design theory with increasing interest in new directions that address conditions in the contemporary workplace, with an eye toward greater employee engagement.

EMPLOYEE ENGAGEMENT

The latter half of the 20th century marked considerable changes in the world of work. Many organizations transitioned from traditional organizational structures, beliefs, and ways of working (e.g. stability, uniformity, hierarchy, job descriptions, life-time employment, etc.) to a modern work environment characteristic of an increasingly globalized economy; continuous change, diversity, unstable employment, and advanced technology (Schaufeli, 2014). During these changes, there was growing interest among management regarding how they could engage employees in ways that fostered productivity and organizational commitment. Since that time, the notion of employee engagement continues to be a critical topic in the mainstream of the popular press, survey research, professional associations, and proprietary consultancy practices (Schaufeli, 2014; Schwartz et al., 2016; Shuck & Wollard, 2010). Over the last few decades, the concept of employee engagement has also garnered considerable interest in academic research resulting in numerous publications on the study of work and employee engagement across multiple disciplines (Bakker Arnold & Albrecht, 2018; Schaufeli, 2014; Shuck, 2012; Shuck et al., 2017).

Perspectives of employee engagement

Most scholars place the origin of scholarly literature on engagement in the seminal work of Kahn (1990) bringing attention to how people “use varying degrees of their selves, physically, cognitively, and emotionally, in the roles they perform...” (p. 692). Building on perspectives in job design research, Kahn (1990) sought to understand the interpersonal, group, and intergroup interactions that “enhance or undermine people’s motivation and sense of meaning at work” (p.695). Since Kahn’s work, there have been numerous perspectives surrounding the concepts and study of work and employee engagement resulting in a series of inconsistent definitions and frameworks across multiple disciplines and businesses (Shuck et al., 2017; Shuck & Reio, 2011; Shuck & Wollard, 2010). Table 2.1 synthesizes the four distinct approaches noted by Shuck (2011) represented in the literature concerning employee engagement (see also Shuck & Reio, 2011).

Table 2.1: Four distinct approaches to employee engagement in the scholarly literature (Shuck, 2011)

Approach	Perspective	Primary Author
Needs-satisfying approach	Focuses on the motivation and need for individuals to “employ and express themselves physically, cognitively, emotionally, and mentally during role performances” (see Kahn, 1990, p. 694)	(see Kahn, 1990, p. 694)
Burnout-antithesis approach	Views engagement and burnout as “positive and negative endpoints on a single continuum” or alternatively, in terms of employee well-being, as a “positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption”	(see Maslach, Schaufeli, & Leiter, 2001; Schaufeli, 2014, p. 18)
Satisfaction-engagement approach	Focuses on the degree of involvement, satisfaction, and enthusiasm among individuals associated with positive organizational outcomes (e.g., customer satisfaction, productivity, employee turnover, and accidents)	(see Harter, Schmidt, & Hays, 2002)
Multidimensional approach	Views engagement as “a distinct and unique construct consisting of cognitive, emotional, and behavioral components that are associated with individual role performance”	(see Saks, 2006, p. 602)

These differing perspectives offer significant insight into the evolution of knowledge surrounding the concept of employee engagement, contributing to our understanding of its antecedents, outcomes, and benefits to the organization. Yet, they also offer opportunities for further refinement of its theoretical constructs.

Employee engagement situated in HRD

After extensive research, Shuck et al. (2017) have defined employee engagement “as a *positive, active, work-related psychological state operationalized by the maintenance, intensity and direction of cognitive, emotional and behavioral energy*” (emphasis original, p. 269). This definition is congruent with the original definition proposed by Shuck and Wollard (2010) and is closely aligned with earlier definitions proposed by Saks (2006) and Kahn (1990) (see also Shuck & Rose, 2013, p. 342; Shuck & Wollard, 2010, p. 103). Thus, capturing the states and conditions surrounding the ways in which people experience engagement in their work. Moreover, the current definition proffered by (Shuck et al., 2017) also suggests a lens of common meaning grounded in the body of research from which to view and study the subdimensions indicative of employee engagement in the work environment as summarized in Table 2.2 (Shuck, Adelson, & Reio, 2016).

Table 2.2: Summary of the subdimensions and manifestations of employee engagement (Shuck et al., 2016, pp. 956-957)

Subdimensions	Manifestations of employee engagement
Cognitive engagement	Defined as the intensity of mental energy expressed toward positive organizational outcomes. Characterized by an employee’s expression of focus and attention as well as concentration toward work-related tasks, experiences, and contexts. Example: Cognitively engaged employees would be proportionately concentrated, focused, and attentive toward work-related experiences (i.e., his or her work, his or her job, or within the active role of working).

(Table 2.2 cont.)

Emotional engagement	Defined as the intensity and willingness to invest emotionality toward positive organizational outcomes. Characterized by an employee's offering of emotionally connected, personal resources, such as believing in, feeling a sense of personal meaning toward, and being emotionally connected, to a situation, person, or context within the full experience of work. Example: Emotionally engaged employees would say they <i>believe</i> in the mission and purpose of their organization and that the organization has a great deal of <i>personal meaning</i> to them.
Behavioral engagement	Defined as the psychological state of intention to behave in a manner that positively affects performance. Characterized by an employee's willingness to put in extra effort, work harder for their team and organization, and do more than is expected. Example: Behaviorally engaged employees see themselves as psychologically <i>willing</i> to give more and <i>often</i> going above and beyond in a way that characterizes their forward movement.

The domains representative by this definition are particularly salient for addressing individual engagement as originally intended by Kahn (1990); that being, within the context of meaning and purpose in as much as it is an outcome (Shuck & Rose, 2013).

Engagement as a condition and outcome

Current quantitative research on engagement tends to position “engagement as an outcome, where the construct of engagement is examined in connection to (as antecedent, outcome, moderator, or mediator) other performance-related variables (e.g., leadership style or psychological workplace climate)” (Shuck & Rose, 2013, p. 342). Much of the scholarly empirical research on employee engagement has centered on the use of the Utrecht Work Engagement Scale (UWES) to operationalize and quantitatively measure engagement in the workplace (Schaufeli, 2014; Shuck & Rose, 2013; Shuck & Wollard, 2010). In relation to job crafting, the concept of engagement has frequently been investigated using the JD-R framework but primarily focused on *work* engagement, a fundamentally different concept (see Bipp & Demerouti, 2015; de Beer, Tims, & Bakker, 2016; Shuck et al., 2017; Siddiqi, 2015; Tims, Bakker, Derks, & Rhenen, 2013) and models of fit (see Chen, Yen, & Tsai, 2014; Travagianti,

Babic, & Hansez, 2016). The body of research on *employee* engagement and *work* engagement have provided supporting evidence of the positive effects engagement has on significant organizational outcomes (i.e., task performance, knowledge creation, organizational citizenship behavior, affective commitment, job satisfaction, absenteeism, etc.) (Shuck & Rose, 2013).

Although research on employee engagement is growing, there is a paucity of empirical studies “that explains the processes through which engagement develops” (Chalofsky & Krishna, 2009, p. 190), particularly within the context of individual meaning and purpose in work as initially proposed by Kahn (1990). For this reason, Shuck (2012) suggests there is a need to direct more attention toward qualitative research designs that integrate “rich, abundant, descriptions regarding the experiences of engagement as a means to better compliment measures of engagement” (p. 280). Some scholars suggest the “meaningfulness in many individuals’ lives is often closely tied to self and identity” (Fairlie, 2011, p. 510) and that the experience “of meaningfulness is central to the experience of engagement” (Chalofsky & Krishna, 2009; Fairlie, 2011; Shuck & Rose, 2013, p. 345). As such, engagement is the expression of the experience of meaningfulness and purpose that is unique to the individuals’ perception and interpretation of their contribution, influence, and reward in a particular context (Shuck & Rose, 2013, p. 345; Shuck & Wollard, 2010). Thus, Shuck and Rose (2013) propose that while engagement can be understood as an organizational performance variable, viewing meaning and purpose as conditions of engagement affords researchers the opportunity to “better understand *why* employees engage in any behavior at work, whether productive or counterproductive” (p. 350).

Organizations are concerned about how to engage Millennials in the workplace in ways that produce benefits to the organization in terms of employee retention and productivity. For this reason, employee engagement initiatives have been a central driver for organizations as

managers consult and employ a variety of practices designed to engage their workforce.

Although empirical research is still emerging, several studies support the beneficial outcomes of employee engagement in organization settings. These contributions notwithstanding, in order to develop interventions useful in practice, the current “unidimensional perspective of ‘engagement as an outcome’ ...must also be situated within the conditions from which it emerges” (Shuck & Rose, 2013, p. 343); as embedded in the individuals’ perception of identity and meaning of their work.

JOB CRAFTING THEORY

The body of research in job design is extensive, however most studies narrowly center on the job characteristics model (JCM) developed by Hackman and Oldham (1976) with mixed results (Morgeson & Campion, 2003). Moving further into the era of globalization and the knowledge economy, there is a renewed interest among job design theorist and scholars to consider new directions in job design research that align more closely with contemporary work contexts of the 21st century (Grant & Parker, 2009; Oldham & Fried, 2016; Oldham & Hackman, 2010). In conventional practices, management generally makes assumptions and decisions about what constitutes a job and the impact of the job’s design on the employee. This is a central assumption surrounding traditional job design theories and models; that managers do the crafting of jobs *for* their employees often using a “top-down, one-size-fits-all” approach (Buchanan, 1979; Daniels et al., 2014; Hackman & Oldham, 1976; Torraco, 2005; Wrzesniewski & Dutton, 2001).

Conversely, job crafting theory recognizes how employees’ themselves experience their work and/or modify the formal structures of their jobs, tasks, and roles. Thus, positioning the employee as a central participant in actively shaping their work tasks and relationships in ways

that make their work experience more meaningful (Wrzesniewski & Dutton, 2001). While employees still frequently operate within the boundary structures of traditional job designs, job crafting is a dynamic process; capturing the agentic ways in which employees alter their everyday work activities while becoming more engaged as they create meaning in what they do (i.e., self-organizing, proactive, self-reflective and self-regulating behaviors) (Wrzesniewski & Dutton, 2001).

Early Indications of job crafting behaviors

To various extents, nuanced behaviors typical of job crafting are often observed in the workplace as the ways in which individuals perceive, adapt, manipulate, control, and initiate tasks and work relationships to meet performance expectations. Although not explicitly termed as such, indications of workplace behaviors that resemble job crafting are evident in a variety of early research. These studies introduced early conceptualizations of role innovation and organizational socialization; capturing how individuals work to adapt, advance, or redefine existing levels of knowledge and skills to improve organizational practices (see Schein, 1971; Van Maanen & Schein, 1979). Examining “self-in-role” processes, Kahn (1990) observed how “people bring themselves into or remove themselves from particular task behaviors,” thus laying the groundwork for theoretical notions of employee engagement. Crant (2000) noted how individuals take initiative to improve their current conditions or to create new ones. Rather than just adapting to status quo, individuals engaged in proactive activities “as part of their in-role behavior” in fulfilling basic job requirements or as “extra-role behaviors in an effort to re-define one’s role in the organization” (Crant, 2000, p. 436).

Other research has focused on the level of discretionary behaviors, decision latitude, and task revision. For example, Organ (1988) conceptualized early ideas of organizational

citizenship as individuals exercised discretionary behavior in going beyond the scope of their job (i.e., going beyond the call of duty or going the extra mile). Karasek Jr. (1979) observed the degree of decision latitude individuals have in controlling their tasks and conduct during the working day; attempting to minimize the mental strain associated with job demands (p.285). Staw and Boettger (1990) examined the role of goal setting in task revision regarding work performance. These distinct studies and associated research provide a window into the human aspect of work encompassing a common thread of ideas shared in job crafting theory; the motivation to change the boundaries of work tasks and relationships in ways that alter how individuals perceive themselves in their work role.

Theoretical framework of job crafting

Job crafting theory focuses on the individual's attempts to shape the tasks, social exchanges, and scope of their job; sometimes in ways that are/are not immediately visible to management (Lyons, 2008; Wrzesniewski & Dutton, 2001). It is important to note that the practice of job crafting is a situated activity; different contexts, job levels, types of jobs, and degree of task interdependence often shape the degree of discretionary behavior one has in altering the scope of one's responsibilities and with whom they interact. The theoretical model illustrated in Figure 2.1 highlights the elements contributing to the active process of job crafting. The ensuing discussion briefly explains each construct of the model: Motivations; work and motivational orientation and perceived opportunity to job craft; what constitutes the practice of job crafting; and the specific and general effects resulting from these behaviors (Wrzesniewski & Dutton, 2001).

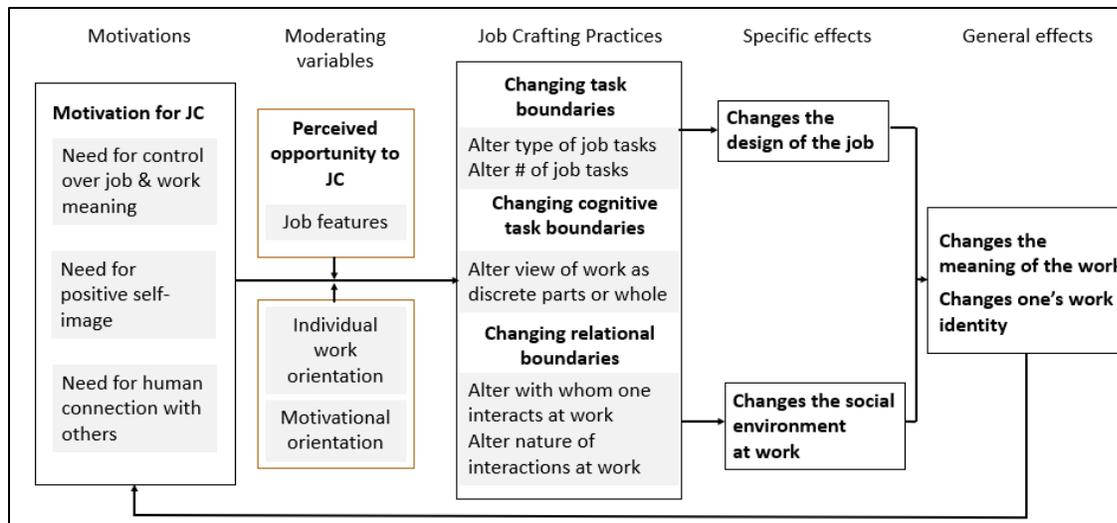


Figure 2.1: Wrzesniewski and Dutton's (2001) model of job crafting.

Motivations

Rarely explicit in the literature, the concept of motivation is a multidimensional, complex construct covering a broad arena of disciplines and topics. From an organizational behavior perspective, Kanfer and Chen (2016) describe motivation in work as “the energetic forces that originate both within as well as beyond an individual’s being that influence the initiation, direction, intensity, and duration of action” (p. 7, see also MacCormick et al., 2012). While perspectives on motivation differ across disciplines, there are several principles of motivation to which most researchers agree:

1. Individuals’ goals are an important factor in motivation.
2. Individuals prefer positive vs. negative outcomes.
3. Mastery and control are direct antecedents of individuals’ expectations, confidence, and efficacy.
4. Individuals prefer stimulating and satisfying as opposed to boring, stressful, and repetitious activities.

5. Individuals are constantly involved in social interaction and comparison (desire a positive self-view and image to others).
6. Individuals have unique genetic and diverse personal backgrounds that shape needs, desires, and reaction to events critical to understanding motivation and variations in motivation. (Mitchell & Daniels, 2003, p. 245)

Capturing the essence of the principles, Wrzesniewski and Dutton (2001) outline three basic employee motivations to job craft: 1) job control and work meaning, 2) need for positive self-image, and 3) need for human connection; moderated by perceived opportunities and individual work and motivational orientation.

Need for job control and work meaning

One of the motivating factors to job craft asserted by Wrzesniewski and Dutton (2001) is that individuals have a need for control over their job and meaning of work. Wrzesniewski et al. (2013) explain that “positive meanings of work are the associations, frames, or elements of work in use by employees that define work as representing a valued, constructive activity” (p. 288). By controlling certain aspects of their job, employees are able to personalize their job to make it their own; reframing the purpose of their work and constructing meaning in what they do in the process (Wrzesniewski & Dutton, 2001).

Need for positive self-image

Employees’ also have a need to create a positive self-image at work. Wrzesniewski and Dutton (2001) suggest that individuals desire to create and sustain positive images of self in their own eyes and in the eyes of others like theories of impression management and social identity theory. A recent study by Niessen, Weseler, and Kostova (2016) affirms that the need to create a positive self-image is a strong motivating factor in individual job crafting activities (p. 1303).

For this reason, individuals deliberately manage, shape, and adjust their behavior to ensure they create positive impressions of being competent, knowledgeable professionals, thereby creating and reinforcing their own sense of work identity (DuBrin, 2011; Tedeschi, 1981).

Need for human connection

Motivation to job craft also stems from the individuals need for human connection. Wrzesniewski and Dutton (2001) suggest, “human beings are motivated to forge connections with others as a way to introduce meaning into their lives” (p. 183). The desire for interaction, connection, and building relationships with work colleagues provides a degree of psychological involvement; prompting individuals to integrate and expand their roles. Being connected socially with other members of the organization inside or outside the work environment can create a positive sense of well-being and belonging reinforcing one’s sense of purpose, while also developing a sense and persona of who they are at work (Huynh et al., 2012, p. 876; Wrzesniewski & Dutton, 2001, p. 183).

Moderating variables of job crafting

The degree of motivation for job control, positive image, and human connection at work inherently varies among individuals. Individuals with a high-growth need may be more likely to engage in job crafting behaviors at work to satisfy these needs more readily than someone who may meet these needs in other aspects of their lives. Likewise, individual perceptions of opportunities to job craft (e.g., job features; latitude within the scope of the job) along with the degree of work and motivational orientation may vary; prompting differences in how individuals may alter their job activities (Wrzesniewski & Dutton, 2001).

Perceived opportunities to job craft

Perceived opportunities to job craft encompass not only the amount of latitude, discretion, and autonomy employees have in enacting the responsibilities of their job, but also the degree of task interdependence. Task interdependence refers to the extent to which tasks, elements of work, or work processes are interrelated; any change or alteration in these work aspects may inherently affect changes that shape the others (Wrzesniewski & Dutton, 2001, p. 184). Status or position may also determine the level of discretionary behavior available to the employee within the scope of their job. Niessen et al. (2016) found the level of autonomy within a job was significantly associated with job crafting activities, particularly in the realm of task and cognitive crafting (p. 1304). Similarly, Berg, Wrzesniewski, and Dutton (2010) found that lower-ranking employees were often constrained in their autonomy to job craft. At lower levels, formal job designs frequently prescribe the parameters of the work process as well as the expectations for results. In comparison, higher-ranking employees may have more autonomy, but be constrained to job craft by competing priorities (p. 168).

Individual orientation towards work

At the root of one's work orientation is the perception of effort an individual is willing to put out and what they expect to receive as a result of that effort (Watson, 2012). Watson (2012) defines an individual's work orientation as "the meaning attached by people to their work which predisposes them to think and act in particular ways with regard to that work" (p. 241). Distinguishing how one views or relates to their work may also incite action to craft their job in ways that achieve different goals (i.e., financial incentives, advancement, social development, etc.). For instance, Wrzesniewski and Dutton (2001) suggest, "people with jobs focus on financial rewards for working, rather than pleasure or fulfillment; those with careers focus

primarily on advancement; and those with callings focus on enjoyment of fulfilling, socially useful work” (p. 184).

Motivational orientation

Intrinsic and extrinsic motivations toward work may also affect the degree to which employees engage in job crafting. Employees who are intrinsically motivated to job craft “may engage in more expansive job crafting, which will allow for the expression of self-determination (control) and competence in their work” (Wrzesniewski et al., 2013). On the other hand, extrinsic motivations may tend to stifle job crafting behavior and creativity depending on how employees perceive the work itself (e.g., degrees of freedom and reasons for doing the work) (Wrzesniewski & Dutton, 2001).

Forms of job crafting

The process of job crafting involves three primary practices employees use to reshape the boundaries of their formal job responsibilities:

1. Task crafting: Adding or dropping tasks; altering the nature of tasks; and/or changing the amount of time, energy, and attention allocated to various tasks.
2. Cognitive crafting: Changing the way employees perceive the tasks and relationships that make up their jobs (e.g., performing a collection of tasks as opposed to being an integral part of the whole).
3. Relational crafting: Changing how, when, or with whom employees interact in the execution of their job. (Wrzesniewski et al., 2013, p. 82)

Highlighting the different ways in which employees’ make task, cognitive, and relational changes in the performance of their work, Berg, Wrzesniewski, et al. (2010) states that each task outlined in the job crafting framework is not mutually exclusive. Rather, one task may bring about another or they may happen in combination with one another (p. 165). By altering any one

or a combination of all three of these practices, employees alter the boundaries and scope of their jobs; drawing on the “unique knowledge they have about the job and in themselves to craft their jobs in ways that create more meaningfulness” (Wrzesniewski et al., 2013, p. 82).

Changing task boundaries

Job crafting is a uniquely self-oriented, proactive behavior in which employees’ initiate actions that create favorable conditions in and through their work activities (Niessen et al., 2016). From a positive psychology point of view, task crafting activities take the form of adding tasks or modifying the scope or nature of regular tasks. For instance, a clerk may create a manual to improve communication on a process; a maintenance technician who starts out helping others learn new equipment may take on the role of a trainer. Likewise, an associate that has an interest in online tools may begin to pursue how he/she can integrate this interest into their work (Berg, Grant, & Johnson, 2010).

Changing cognitive task boundaries

The ways in which employees change or re-frame the way they think about the relational aspects of their job tasks and relationships are cognitive forms of crafting (Wrzesniewski & Dutton, 2001). This form of crafting encompasses:

The proactive psychological changes to their perceptions of their jobs – redefining what they see as the type or nature of the tasks or relationships that are involved in their job, as well as framing their job to see it as a meaningful whole that positively impacts others rather than a collection of separate tasks. (Berg, Wrzesniewski, et al., 2010, p. 165)

This aspect of cognitive crafting captures how one perceives themselves in his or her work role and their contribution to the organization. While some may view a job as important or insignificant, the employee performing the job mentally constructs his or her own place and the

value they contribute to the organization. For instance, how one might reframe a “dirty job” to make it more meaningful (e.g., being integral to building an eco-friendly society) or how a nurse might reframe his or her role to that of a “caregiver.” In this regard, a customer service representative might see him/herself as providing the customer with a positive, enjoyable experience rather than just taking an order. Similarly, someone may channel themselves into the role of a trainer or mentor because that role is seen as more meaningful and a greater contribution than the job tasks alone (Berg, Wrzesniewski, et al., 2010).

Changing relational boundaries

Adjusting the extent or intensity with one whom interacts with or the nature of the relationship is a form of relational crafting. Patterns of relational crafting are manifested in how employees respond to others in the performance of their work role. For example, a supervisor might assume the position of being a mentor to younger/new employees or one might take steps to avoid/engage in conversation with a specific colleague. An employee might also extend the parameters of his/her social boundaries at work to initiate and form relationships with others in different segments within the organization. In this regard, a customer service representative may engage and form relationships with employees who fill orders to gain an understanding of their process, thus becoming more effective in their own interactions with customers (Berg, Grant, et al., 2010).

Changes in job design and social environment at work

The subtle alterations and nuances of job crafting, Wrzesniewski and Dutton (2001) maintain, result in changes to formal job designs and the social environment of work. However, they leave these two areas largely open to what *specific* effects of change occur. Likewise, the JD-R model of job crafting “does not restrict itself to *specific* demands or job resources. It

assumes that any demand and any resource may affect employee health and well-being” (Schaufeli & Taris, 2014, p. 43). Oldham and Fried (2016) states:

At its most basic level, job design refers to the actual structure of jobs that employees perform. Thus, job design focuses squarely on the work itself – on the tasks or activities that employees complete for their organizations on a daily basis (p. 20).

The social environment at work entails the type of interactions that take place between employees within the culture of the organization (e.g., organizational policy values, systems, structures and individual characteristics, etc.) (UKEssays, 2018). Thus, while job crafting practices may be discussed they are rarely explicitly linked to *specific* changes to the job design and social environment at work in recent empirical research.

This may largely be due to the diversity of environmental, cultural, social, and personal factors existing across and between different industries and organizations that structure their operations, work designs and work roles to fit their occupational needs and business objectives. Thus, leaving broad flexibility in the job crafting research arena regarding how job design and the social environment of work are conceptualized and studied. Hence, rather than examining detailed changes in job characteristics or social interactions, recent research tends to focus more on individual re-framing of their job role and the consequences of job crafting related to physical and psychological outcomes (i.e., job performance, job satisfaction, etc.) and/or affective states of well-being (i.e., work engagement, burn-out, etc.) with a few exceptions (see examples: Berg, Wrzesniewski, et al., 2010; Lazazzara, Tims, & de Gennaro, 2020; Singh & Singh, 2016; Tims, Bakker, Derks, et al., 2013; van den Heuvel, Demerouti, & Peeters, 2015).

Changes in the meaning of work and work identity

A key outcome depicted in the job crafting framework (job crafting framework) is the creation of meaning individuals construct of their work (Wrzesniewski & Dutton, 2001; Wrzesniewski et al., 2013). Defined in the context of organizational settings, work is frequently described as an action oriented process of “purposive effort by an individual to initiate activity or respond to an issue or problem in a range of situations for some perceived (by them) productive end” (Cairns & Malloch, 2013, p. 6). Work is a fundamental aspect of human existence that consumes and dictates the lives of individuals who usually spend more of their time in activities associated with work than anything else. Many people relate their work to their own existence, whom they are as a person, and/or their purpose in life. Thus, work is often (but not always) central to one’s purpose, meaning and identity (Hall et al., 2013).

Many scholars note, individuals bring much more to the work environment than ability, knowledge, and skills (see Chalofsky & Cavallaro, 2013; Hall et al., 2013; Kuchinke, 2013 and others); they bring a totality of the self with “an inherent need for a work life that they believe is meaningful” (Chalofsky & Cavallaro, 2013, p. 70). Hall et al. (2013) assert that people “want their work to enable their personal growth, to help them optimize their inner potential, to make sense of life, and to give them a path to pursue their purpose” (p. 4). Thus, the *meaning of work* and finding *meaning in work* are central to the condition of being human, having sense of purpose, and affirming one’s identity.

Meaning of work

Discussion of the meaning *of* work, meaning *in* work, and *meaningful* work often denote the same idea in the literature, yet these terms represent distinct concepts. Meaning of work concerns “the role of work in society; in terms of the norms, values, and traditions of work in the

day-to-day life of people” (Chalofsky, 2003, p. 73). Naturally, individuals have different conceptualizations of what work means to them and how they construct that meaning and what they deem is meaningful. Watson (2012) suggests, “the particular meaning which work has for any given contemporary individual is likely to be strongly influenced by their family, class, and educational background” (p. 253). For this reason, individuals frame the meaning of work generally within the scope and influence of their cultural context in how they think, feel, and believe about work (Watson, 2012, p. 230). In this sense, the meaning of work constitutes the “specific content of work that provides people with meaning” (Hall et al., 2013, p. 4) in how one might identify with their work (e.g., what do you *do* for a living?).

Meaning in and meaningful work

Expanding on the meaning of work, the meaning *in* work and *meaningful* work are connotative terms that convey work as “subjectively judged to matter, be significant, possess the capacity to serve some greater good, and feed the creation of meaning in one’s broader life” (Hall et al., 2013, p. 4). Thus, *meaningful* and meaning *in* work suggests an “inclusive state of being” (Chalofsky, 2003, p. 74). Critical to this psychological state, is the need for “people [to] feel they make a positive, important, and useful contribution to a worthwhile purpose through the execution of their work” (Albrecht, 2013, p. 238).

Meaning in work arises from an individual’s deeper sense of purpose or intention to pursue something that is worthwhile, highly valued, and personally fulfilling (e.g., how *important* is your work to you?). Hall et al. (2013) contend the degree of meaning in work one experiences may depend on fulfilling four basic needs a) purpose, b) efficacy, c) justification through values, and d) self-worth; satisfying the individual’s perception that they are contributing to the greater good and are appreciated (p. 58). Ashforth and Kreiner (1999)

exemplifies this aspect in their analysis of how individuals who work in stigmatized “dirty jobs” reframe, recalibrate, and refocus their meaning in work as being edifying and positive, constructing a view of their work as a meaningful and salient contribution to their organization and society in general.

The concept of meaning in work as it pertains to the cognitive realm of job crafting is a significant piece of the framework; presenting an opportunity for understanding how employees reframe the purpose of their work to create value in what they do (Wrzesniewski et al., 2013). A recent study by Berg, Grant, and Johnson (2010) found individuals frequently craft their jobs because they are intrinsically drawn to the pursuit of satisfying unanswered occupational callings. By expanding their job, emphasizing tasks, and role reframing, individuals create enjoyable and meaningful work experiences (Wrzesniewski et al., 2013). In this way, employees embed their sense of self and personal meaning in the alteration of their job dimensions and work relationships to better suit themselves (Niessen et al., 2016; Wrzesniewski & Dutton, 2001). As such, they inherently seek to transform themselves and the world around them in ways that makes work resonate “with the entirety of one’s personality, values, and passions” (Hall et al., 2013, p. 5).

Changes in work identity

The concept of identity in people’s lives is an emergent and dynamic process of continual flux formed by influences within the individual’s life spheres, life roles, and work facets to define and shape their notion of self and social persona (Bothma, Lloyd, & Khapova, 2015). Watson (2012) conceptualizes the “notion of ‘human identity’ as the idea of who or what a particular person is, in relation to others” explaining that “identity defines in what ways any given individual is like other people and in which ways they differ from them” (p.256).

Embedded within this construct are internal aspects of self-identity; reflexively shaping the individuals understanding and “notion of who and what they are” and the external aspects of social identities consisting of the “cultural, discursive or institutional notions of who or what any individual might be” (Watson, 2012, p. 257).

The simple definition of identity proffered by Oyserman, Elmore, and Smith (2012) as the “the traits and characteristics, social relations, roles, and social group memberships that define who one is” (p. 69) highlight the dynamic role and iterative process between self and social definition. In the context of organizational settings, the work environment is comprised of socially constructed meanings and expectations associated with the roles and functions of a specific position. These factors along with the agentic roles people adopt influence the individual’s formation of a work identity compatible to their role in the organization (Crafford et al., 2015, p. 62). Thus, “individual work identity refers to a work-based concept, constituted of a combination of organizational, occupational, and other identities, that shapes the roles individuals adopt and the corresponding ways they behave when performing their work in the context of their jobs and/or careers” (Walsh & Gordon, 2008).

Identity construction

Understanding how someone constructs their work identity is a growing area of research. The formation of work identity as it pertains to job crafting is like the notion of identity construction also used interchangeably with identity work (Alvesson, Lee Ashcraft, & Thomas, 2008; Ashforth & Schinoff, 2016). Identity work is an ongoing mental process that “refers to people being engaged in forming, repairing, maintaining, strengthening or revising the constructions that are productive of a sense of coherence and distinctiveness” (Sveningsson & Alvesson, 2003, p. 1165). Wrzesniewski and Dutton (2001) contend that the actions and

interaction of individuals in the work and non-work environments serve to shape and form the images one desires to project as part of his or her work identity (see also Wrzesniewski et al., 2013). Thus, individuals co-create and sustain claims concerning their work identity through their actions and social exchanges with others.

Personifying a work identity is both a cognitive as well as enacted process; encompassing both the mental image one has of oneself in the workplace and the presentation of what they believe their work to be and what it is not (Wrzesniewski & Dutton, 2001, p. 180). From this perspective, the individual construction of work identity, through the process of job crafting, entails the direct and indirect negotiation of tensions between one's self-concept and work identity, a subdomain within their multiple social identities. As such, work identity, is a discursive, ongoing process of individual identity work resulting from one's response to micro-level and critical incidents inherent in dynamic occupational, societal, organizational, and personal life contexts (Crafford et al., 2015).

Strategies for crafting identity work involve both conscious and unconscious efforts "as people contemplate shifts or readjustments in their work" (Crafford et al., 2015, p. 83) or attempt to restore their work identity if threatened (e.g., bullying, sabotage, failure, etc.) (Crafford et al., 2015). Ybema et al. (2009) assert the construction of work identity lies in the individuals continuing capacity to enact and facilitate "the creation of a self-referential truth which maintains an ongoing position of status, defends an interest, or makes oneself acceptable or respectable to others and to oneself" (p. 306). For this reason, individuals' strive to shape and, within limits, attempt to influence their work identities through the presentation, management, performance and re-performance of tasks and attributes they associate with their work role to create and project a positive work image (Sveningsson & Alvesson, 2003; Watson, 2012; Wrzesniewski &

Dutton, 2001). In this sense, work identity reflects “a matter of claims, not character; persona, not personality; and presentation, not self” (Ybema et al., 2009, p. 306).

Emerging research in job crafting theory

Recent studies on job crafting show how employees exercise discretion in many aspects of their jobs “pursuing some tasks with vigor and energy, delaying others, and even shirking unpleasant aspects of the job” (Kuchinke, 2013, p. 374) even in positions where opportunities to job craft may be limited (Wrzesniewski & Dutton, 2001). Job crafting can be both “a proactive and adaptive process [...] shaped by the employees structural position in the organization” (Berg, Wrzesniewski, et al., 2010, p. 158). Thus, employees at all levels in the organization engage in job crafting to varying degrees; continuously “redefining and reimagining their job designs in personally meaningful ways” (Wrzesniewski et al., 2013, p. 81), thereby creating a sense that their work is significant and purposeful.

Empirical research on job crafting is growing across disciplines, most studies noting positive outcomes. For example, Ghitulescu (2006) found that job crafting behaviors improves job satisfaction and organizational commitment levels, thus increasing performance and reducing absenteeism among engineers on autonomous teams and special education teachers in different schools. Lyons (2008) found positive correlations between instances of job crafting and employee self-image, perceived control, and readiness to change in outside sales representatives. Likewise, Ko (2011) found that episodes of job crafting had a positive effect on the degree of flow engineers experience in their jobs; concluding that “job crafting appears to be a powerful way to change employee work experiences” (p. 77).

Many recent studies have also examined the effects of job crafting through the lens of the job demands-resource model (JD-R) (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). The

JD-R model “is a heuristic model that specifies how employee well-being and effectiveness may be produced by two specific sets of working conditions” (Tims & Bakker, 2010, p. 3): Job demands and job resources. Job demands encompass the “physical, social, or organizational aspects of the job that require sustained physical or mental effort” (Demerouti et al., 2001, p. 501). Whereas, job resources refer to the “physical, psychological, social, or organizational aspects of the job that may ... be functional in achieving work goals; reduce job demands and the associated physiological and psychological costs; [and] stimulate personal growth and development” (Demerouti et al., 2001, p. 501).

Drawing on the JD-R model to investigate job crafting practices, Tims and Bakker (2010) advocate this framework to be both flexible and rigorous in addressing the actual behaviors of individuals in different, unique work environments. Empirical studies using the JD-R model confirm several positive effects of job crafting behaviors including employee proactivity (Tims & Bakker, 2010) and well-being (Tims, Bakker, Derks, et al., 2013). Several studies also found an increase in work engagement, job satisfaction, and performance as individual and team outcomes (see de Beer et al., 2016; Petrou, Demerouti, Peeters, Schaufeli, & Hetland, 2012; Siddiqi, 2015; Tims, Bakker, Derks, et al., 2013). Similarly, Travagianti et al. (2016) found that when employees were able to job craft they were more likely to be engaged in their work and less likely to suffer burn-out. Other research represents primarily positive outcomes pertaining to employee’s perception of job-fit, engagement, job insecurity, and value (in)congruence (see Chen et al., 2014; Lu, Wang, Lu, Du, & Bakker, 2013; Niessen et al., 2016; Travagianti et al., 2016; Vogel, Rodell, & Lynch, 2016).

Although there has been a significant increase in empirical studies since the introduction of the Job crafting framework by Wrzesniewski and Dutton (2001), a large body of this research

has primarily leaned toward quantitative methods using the Job Crafting Scale (see Tims & Bakker, 2010; Tims, Bakker, & Derks, 2012). The majority of these studies are chiefly positioned within the JD-R theoretical framework or promotion-prevention focused job crafting (see meta-analysis by Lichtenthaler & Fischbach, 2018; Rudolph, Katz, Lavigne, & Zacher, 2017). While focusing on objective, measurable factors, many of these studies have largely neglected the conceptualized nomological aspects in the original job crafting framework (i.e., universal motives, cognitive crafting, work meaning, and work identity). As a result, there has been a fundamental shift in job crafting perspectives – the JD-R perspective of Tims et al (2010;2012) and the original theory proposed by Wrzesniewski and Dutton (2001) (Dash & Vohra, 2020; Lazazzara et al., 2020; Zhang & Parker, 2019).

While quantitative research has significantly added to the body of knowledge concerning job crafting theory, qualitative research by comparison remains relatively small. A recent meta-synthesis by Lazazzara et al. (2020) determined only 24 empirically sound qualitative studies specifically explore the constructs of the job crafting theoretical framework (p. 5). However, many of these studies primarily focus on the different forms of job crafting (e.g., task, cognitive, and relational) often giving a cursory overview of the other explanatory constructs of the framework (e.g., motivations, changes to job design, social environment at work, meaning of work, work identity, etc.). In addition, there is a dearth of research considering the use of technology in job crafting behaviors in general, even though information and communication technologies, such as Smartphones, are embedded in almost everything we do with a few minor exceptions (see Bruning & Campion, 2018; Grant-Vallone & Ensher, 2017; Kim & Christensen, 2017; Sturges, 2012; Ter Hoeven, van Zoonen, & Fonner, 2016),

Theoretical relevance of job crafting theory

The sociocultural and technological influences of today present new challenges to our understanding of creating conditions for and outcomes of employee engagement, perspectives of meaningful work and purpose, and what constitutes work identity and meaning. So far, recent studies on job crafting in the workplace have yet to consider the role of Smartphones in shaping their work practices and relationships, even though there is some evidence in the literature suggesting these devices may already be supporting job crafting behaviors (see Best, 2009; Cavazotte et al., 2014; Chen & Nath, 2008; Mazmanian et al., 2013). Likewise, the impact of Millennials and their assumed penchant for Smartphone use in the workplace inherently opens an opportunity to participate in job crafting behaviors uniquely distinct from the traditional norms of workplace practices. For this reason, more research is needed addressing all three dimensions of job crafting practices to explore how the role of Smartphones may support this process; how this may foster conditions of engagement and meaningful professional relationships; and lastly, how job crafting theory nurtures the construction of meaning in work and work identity, particularly amidst a new dominant generation in the workforce.

The role of Smartphones in job crafting

Since the introduction of the job crafting framework by Wrzesniewski and Dutton (2001), Smartphones, their capabilities, and presence in the workplace have rapidly progressed. To date, few studies explicitly explore job crafting relative to the use of Smartphones in workplace settings (see Bruning & Campion, 2018; Grant-Vallone & Ensher, 2017; Kim & Christensen, 2017; Sturges, 2012; Ter Hoeven et al., 2016). Consistent with the job crafting framework, individuals may be motivated to use Smartphones to support their need for job control, human

connection, and positive self-image, creating meaning in their work and a persona compatible with their ideals of professionalism.

The inherent properties associated with Smartphones create opportunities conducive to job crafting practices through the interactions and experiences that naturally occur in everyday workplace activities. The connectivity and perpetual contact afforded by Smartphones enhances the ability (and discretion) of individual engagement with one another, communicating, collaborating, sharing ideas and information, solving problems, and providing feedback as they see fit. Using these devices, people naturally alter and shape the task and relational boundaries of their job with little awareness; creating conditions of engagement made manifest through their contribution (modification of tasks), sphere of influence (relationship interactions), and going beyond expectations of the job (expanding cognitive boundaries). Thus, becoming more involved in their work whilst creating a sense of work identity and meaning in what they do. Given the unique context, technological affordances, and individual, social, and performance aspects of Smartphones, job crafting provides a strong framework for exploring the role of these devices in creating conditions of employee engagement.

Smartphones and Millennials job crafting behaviors

Much of the dialogue in the scholarly, industry, and popular literature has centered on understanding the Millennial generation at work (Ertas, 2015; Holt et al., 2012; Myers & Sadaghiani, 2010; Tims & Bakker, 2010). While perceived opportunities to job craft are dependent on the context of the organization, its systems, structures, and policies, Millennials with significant latitude in their position may seek to capitalize on the affordances of Smartphones to engage in job crafting behaviors. Since individuals in general have a need, to varying degrees, for human connection, presenting a positive self-image, and actively controlling

their work responsibilities, Millennials may also have a tendency toward leveraging Smartphones to satisfy these needs.

Even though the literature reflects current debate concerning the traits of Millennials, a recent review of the literature by Farrell and Hurt (2014) suggest six attributes consistently characteristic of the Millennial generation:

1. Ability to multi-task
2. Desire for structure
3. Achievement-focused
4. Technologically savvy
5. Team-oriented
6. Seek attention and feedback (p. 49).

These attributes may be important in Millennials' propensity to job craft using Smartphones for multi-tasking, interacting with colleagues, and seeking affirmations on performance.

Furthermore, Millennials may appreciate structure because they seek clarity "to thoroughly evaluate potential improvements, and implications of such improvements, on the organization as a whole before recommending change" (Farrell & Hurt, 2014, p. 53). Thus, Millennials may look for opportunities to enlarge the scope of their job by expanding their task, relational and cognitive boundaries. Instead of viewing their contribution and themselves as doing nothing more than performing a set of discrete tasks, they may reframe their work and identity as being an integral part of the whole, making their contributions in the workplace more meaningful.

The concepts of identity and meaning of work, once profound topics among classic motivation theorists and humanistic psychologists, are beginning to draw renewed interest in the HRD literature (Chalofsky & Krishna, 2009; Kuchinke et al., 2011). Chalofsky and Cavallaro (2013) suggest the meaning and purpose of work are reflective of who we are, thus it is incumbent upon HRD professionals to understand the perspectives and attitudes of employees, particularly those concerning new generations in the workforce (p. 338). Advocating the need to

consider “the central dimensions of being human in the context of productive activities,” Kuchinke (2013) urges a reorientation or broadening of research and practice that encompasses the unique facets of working life. Yet, “HRD research is often silent about such a holistic understanding of individuals” (Kuchinke, 2013, p. 372). While there is a large body of research concerning generational research and the attributes of Millennials, few studies capture the cultural dynamics at play between this demographic and Smartphones in the work environment. Yet, these two forces are converging in the workplace: making job crafting a promising new path in job design research a particularly salient topic in organizations today.

CHAPTER 3 - METHOD

The primary investigator in this research project is external to the studied institution and from the discipline of HRD. From this standpoint, this research is being conducted from the viewpoints of human resource and organizational development theory and practice. Recognizing that individuals may use their Smartphone in potentially negative, covert ways at times; this study will also follow the philosophical traditions of positive psychology foundational to job crafting theory originally proposed by Wrzesniewski and Dutton (2001). Furthermore, the researcher assumes a pragmatic, constructivist position, in which “society, reality, and self are constructed through interaction ...[that] is inherently dynamic and interpretive and addresses how people create, enact, and change meanings and actions” (Charmaz, 2014, p. 9). Through this lens, the researcher adopts the view that people are practical, active, creators; subjectively constructing the realities and meaning from their participation in and how they come to know the world, while also acknowledging the specific conditions under which this occurs (Charmaz, 2014).

SELF-DISCLOSURE AND REFLEXIVITY OF THE RESEARCHER

Considered a late-stage ‘Boomer,’ the researcher came of age during a time when personal computers were still in a nascent stage of development and the concept of a cellular mobile phone was just materializing (Agar, 2003). Early memories bring the researcher back to a time when junior high school classes were led into a small room where a few inquisitive students sat in front of small monitors wired to computers; a cursor flashed on their screens waiting for the next command. Whether the intent of this demonstration was purely for educational purposes or aimed at generating interest in developing computer skills for the future is beyond recollection. At the time, however, it seemed most of us did not fully understand what

we were witnessing and the significance this technology would have in our futures. Fast forward to the 1980's and 1990's, the consumer rendition of personal 'micro-computers' were coming into the marketplace, dial-up internet became a modern marvel, and the evolution of the cellular phone market was beginning to progress at lightning speed; offering consumers the best of both worlds in what would become the compact, hand-held, digital, Wi-Fi enabled Smartphone that is embedded in our lives today.

Many in the Boomer cohort may have shared similar experiences; watching the gradual integration and evolution of computer, internet, and communication technology become mobile and a bigger part of our daily lives. Like the many generations before them, the Boomer generation has explored, learned, adopted, and adjusted to the technological progressions of the time; the excitement of each invention gradually dimming with its saturation and embeddedness in our way of life until the next innovation is introduced. Whether perceived as good or bad, convenient or a distraction, necessary or unnecessary, an advantage or disadvantage; because technology in general is designed to support the practical aims of human life, its evolution will always be a part of civilized society. As such, there will be generations that will come of age having either late or early exposures to the technological advancements occurring in society at a particular time which will naturally shape how we perceive, value, and come to know the world in which we live.

Even so, being human, we have a tendency toward making comparisons, judgments, and assumptions based on our indigenous learning, observations, and experiences; perhaps in trying to grasp an understanding and acceptance of the evolution of change or embark on a journey of reflective and/or restorative nostalgia. Whatever the reason, these influences frequently shape and form our opinions, ideas, and realities about the world around us in ways that often

culminate into generalizations based on anecdotal evidence, stereotypes, labels, and descriptions that are accepted in mainstream society until interest is peaked enough to study a phenomenon empirically.

In the popular media, Boomers are frequently viewed and/or labeled as ‘digital immigrants’ because of their late exposure to digital technology and therefore thought to be less open to the exploration and learning of new technologies; whereas the Millennial generation has generally been regarded and dubbed as ‘tech-savvy’ beings or ‘digital natives’ in which digital technologies are somehow a part of their very nature and/or how their brain is wired (See Tapscott, 2009 in Robinson & Stubberud, 2012). Whether these stereotypes were first formed first by anecdotal evidence, opinions, or well-intentioned research cherry picked by the popular press is difficult to say. Perhaps being a ‘digital immigrant’ depends more on whether an individual is considered an early or late-stage Boomer and/or the degree of exposure and experience with early digital technologies regardless of generational assignment.

As a late-stage Boomer, it is not uncommon for their offspring to fall within the parameters of the Millennial cohort; this is also the case for the researcher. With technology becoming more accessible in the k-12 classroom, it was both intriguing and amazing at how adept these young children seemed to be at learning digital applications during school. Alongside them, many Boomers became quite adroit at digital technologies through their own life experiences, technology integration in the workplace, professional education, workplace training and development, exploration, and self-directed learning – sometimes even being coached by their children. Suffice to say, both Boomers and Millennials are witnessing firsthand the impact of the computer, Internet, and communication technologies in the globalization of the world, albeit their early experiences may be fundamentally different.

While these experiences and reflections alone are likely to influence how the researcher perceives the realities and meanings ascribed to digital technologies, particularly that of Smartphones, they also bring awareness of how participants may frame their experiences in ways that have shaped their own perceptions, values, and how they have come to know their world. These cultural subtleties, notwithstanding, the researcher embraces the understanding that the spirit and nature of generational differences likely exist between the researcher and participants. With this awareness, the researcher acknowledges these influences are liable to shape the ways in which this research was designed, the researcher is perceived by the participants, the data collection process, and the analysis and interpretation of the data in the presentation of the study's results (Creswell, 2013; Lyons & Kuron, 2014).

RESEARCH SETTING: A PUBLIC SECTOR AGENCY

Approved by the Office for the Protection of Research Subjects (see Appendix A: OPRS/IRB Approval), the contextual setting of this study concerns departmental units within a public sector agency located in the Midwest region of the United States. The agency's Director of Human Resources served as the agency contact and gatekeeper for the operational procedures required in supporting this research project (i.e., securing organizational approvals, scheduling the facilities for meetings, identifying potential participants, etc.).

The agency is considered an executive office with approximately 30 divisions providing legal counsel and public services to the state's businesses and citizen's including conducting criminal investigations, prosecuting violations of state laws, providing representation in legal disputes, issuing legal advice to other state agencies, offering public education and training opportunities, and other supportive public services. Because of the business nature of the

agency, security access and confidentiality of information were policy driven and highly regulated requiring the compliance of all personnel including the researcher. Box 3.1 depicts the workplace context through an interpretive vignette.

At the time of this study, the agency was gradually shifting to a culture of “Bring Your Own Device (BYOD)” to work rather than issuing company owned devices despite potential security risks. This decision was primarily due to budgeting constraints and the prevalence of personal Smartphone devices in the workplace. In the past, the organization had provided staff

with an organization-sanctioned mobile application (pseudonym acronym: OSMA) offering employees secure access to work communications and information. However, this benefit became an *optional* rather than *required* medium for gaining access to work-related activities and communications via Smartphones. For this reason, those who opted to continue access via the OSMA were often more senior level staff and/or subordinates with longer length of service, creating variations of secure access ranging between generations and employee seniority and status.

Box 3.1: Vignette: The workplace context

Vignette: The workplace context

*Revolving doors frame the entrance into a grand lobby
People are bustling about
Walking with purpose; some just meandering around
The echo of footsteps... voices wafting
Lost to the high ceilings
Art displays on the fringes go unnoticed
As others seek permission to enter
The gatekeeper guarding access
Under the watchful eye of authority
The turnstiles are a buzz and clicking
Granting passage to the fortunate visitor
Doors line the corridor to a dead end
Opening and closing at the push of a button
... and within minutes
Quickly reopen like a time machine
To a smaller place less grand
A simple bench
A picture window...
The natural art of a city scape
Another gatekeeper instinctively looks up
The glass doors click
Passage has been granted...
and I sign in.*

Employees without the OSMA could access some types of work information through an employee portal using the internet, yet this option was somewhat inconvenient and cumbersome. While the nature of work was primarily administrative and located ‘in-house,’ the job role did require varying amounts of travel around the state and regular interactions with clients and colleagues frequently requiring the use of the Smartphones to communicate, plan and coordinate site visits, and monitor the status of pressing work assignments.

To gain access to the study setting and participants, the researcher participated in this project as an extern employee, thus going through the required security checks and new hire process, experiencing first-hand the onboarding process of new hires including the observation of policies, regulations, and the cultural symbols and organizational messages surrounding Smartphones use by employees in the agency. This event provided a baseline and insight for exploring the conditions in how and why individuals choose to use their Smartphone during work.

THE PARTICIPANTS: MILLENNIAL PROFESSIONALS

The participants were selected on the accepted standard for the generational cohort of Millennials – born during/after 1980 through the late 1990s (Hershatter & Epstein, 2010; Strauss & Howe, 1991). Ranging in age from 25-29; the study participants were in the middle range of the Millennial generational co-hort. These participants were also unique in that they were highly educated, professional employees; therefore they did not fit all users of Smartphones considered to be within the generational parameters of the Millennial demographic.

In addition, even though the agency was working toward greater diversity in its workforce, “the legal profession remains one of the least diverse of any profession” (Laffey & Ng, 2018). So, while the percentage of women in the profession is increasing, racial and ethnic

diversity in the field remains acutely underrepresented (Laffey & Ng, 2018). Hence, despite efforts to diversify its workforce, the educational pipeline into the profession limited the agency's ability to effectively do so. This was noted in observations (current employee 'Wall of Fame' pictures) and conversations between the researcher and participants. It was also apparent in the departmental settings of this study in which women were increasing in numbers, but the agency still lacked the presence of a strong minority population. Thus, legal job roles were predominately held by white males observed to be within the three Generational cohorts currently dominating the agency's workforce (Millennials, Gen-X, and Boomers). Therefore, the demographics for volunteer participation reflect the contextual setting of the departments within the agency which inherently impacts this study by prohibiting the inclusion of voices and perspectives within the range of diverse populations.

Furthermore, many incoming employees were recent college graduates hired as part of a cohort of legal professionals assigned to different departments of the agency. Thus, they were early career professionals seeking to develop litigation skills, experience and explore different career interests and potential opportunities. Because of this, the rate of attrition was generally high among this demographic within the departments of the volunteer participants. The participants themselves also discussed their potential future with the agency and the benefits it afforded in their professional development. Upon the completion of this study, only two of the study participants remained with the agency; with one remaining within their original department.

The participants acknowledged using their personally owned Smartphones during standard work hours for a variety of purposes. However, only one participant had ready access to work communications and information through the OSMA. Even so, the other participants

would use the internet to access the agency’s employee portal to check their email and other work information. They also used applications such as GroupMe and SMS to communicate with colleagues, family, and friends. YouTube, Podcast Applications, news apps, and some streaming applications were used to keep up on current events, learn new things related to their work, and entertainment to fill gaps of time or while performing non-media tasks. Maps, calendar, and the camera were also used to support planning, coordination, and navigation tasks associated with work activities.

Using pseudonyms for anonymity purposes, Table 3.1 represents the demographics of the participants volunteering for the study.

Table 3.1: Participant demographics (pseudonyms are used for anonymity)

Participant ID	Birth Year	Age	Gender	Ethnicity Race	Highest Level of Education	Length of Service	Smartphone Ownership	Organization-Sactioned Mobile Application (OSMA)
001: Ryley	1990	28	Female	White	Bachelor Degree	> 1 year	Personally owned	No
007: Jaidyn	1987	31	Male	White	Juris Doctorate	> 4 years	Personally owned	No
003: Payton	1992	25	Female	White	Juris Doctorate	> 1 year	Personally owned	No
004: Sydney	1992	25	Female	White	Juris Doctorate	> 1 year	Personally owned	No
005: Averil	1988	29	Female	AAPI	Juris Doctorate	> 3 Years	Personally owned	Yes

Although the participants worked for the same agency, four of the five worked in specialized areas. These four participants worked within the privacy of their own offices within their respective departments. Their primary job role and responsibilities involved serving the agency’s clients: applying law and policy to develop confidential strategies and render advice; participating in legal matters with co-counsel and other legal professionals; developing legal policy, conducting research, analysis, and interpreting complex issues of law; writing technical pleadings and verbally presenting legal opinions. In addition, these individuals also work with

technical staff in the collection of evidence/data and administrative staff in preparing case files and documents ([Anonymous Agency] Job Descriptions, n.d.).

The remaining participant serves the agency in the capacity of an administrative assistant role providing support to both the legal and technical professional staff. This professional worked in an open environment in which their desk was centrally situated outside private offices. This participant's job role assisted in the day-to-day operational activities; providing a breadth of support that includes research and analysis; providing technical information, recommendations, and advice to supervisory staff; developing new procedures and acting as a communication liaison among administrators and subordinate staff; preparing legal documents, correspondence; providing fiscal stewardship for departmental operations; and performed basic public relations information tasks ([Anonymous Agency] Job Descriptions, n.d.).

METHODOLOGY

This study employed a qualitative research approach using ethnographic methods to understand the role of Smartphones in how Millennials shape the tasks (physically or cognitively) and/or the relational boundaries in the design of their jobs and social environment at work in ways that may foster their identity and meaning of work. Ethnography is a qualitative research design with a “theoretical orientation and philosophical paradigm within anthropology” (Tedlock, 2000, p. 470) and sociology (Genzuck, 2003). Van Maanen (2011) states, “ethnography is first and foremost a social practice concerned with the study and representation of culture ... It is also an interpretive craft focused far more on ‘how’ and ‘why’ than on ‘how much’ and ‘how many’” (p. 150). Conducted in a variety of applied fields (i.e., organizations, education, counseling, planning, clinical psychology, management, etc.), ethnographic research studies the social behaviors of an identifiable group of people from an emic point of view

(Creswell, 2013; Fetterman, 2010; Tedlock, 2000). An emic perspective recognizes, acknowledges, and accepts the multiple realities of the group under study and is “crucial to an understanding of why people think and act in the different ways they do” (Fetterman, 2010, p. 21).

A primary tenet of traditional ethnographic research is conducting fieldwork in which the researcher is the instrument in the data collection process using methods of observation, interviews, gathering artifacts, and other unobtrusive measures. Conventional fieldwork typically requires a large time commitment depending on the nature of the study (i.e., six months to several years). In applied settings, however, long-term continuous or non-continuous participant observation is not always possible. Gaining long-term access to employees in corporations, organizations, healthcare, and government institutions often imposes unique constraints for lengthy ethnography research. “In these situations,” Fetterman (2010) explains, “the researcher can apply ethnographic techniques to the study, but cannot conduct an ethnography” (p. 39). Considering the context of this study, access, time constraints, and scope of this project, this inquiry will entail a qualitative methodology leveraging the ethnographic techniques (e.g., multiple observations and interviews) commonly associated with traditional ethnographical fieldwork in the process of data collection.

Methodology rationale

In a brief review of the literature, there appears to be several qualitative studies on Smartphones in organizational settings (see Gu, Churchill, & Lu, 2014; Mazmanian et al., 2013; Parker et al., 2001), however, many of these studies tend to rely solely on the self-report and perspectives of the participants obtained through basic qualitative research methods (e.g., interviews and questionnaires). In contrast, many studies regarding Millennials in the workplace

are oriented toward quantitative research designs (see Kowske et al., 2010; Robinson & Stubberud, 2012; Stanton & Stanton, 2013; Tims & Bakker, 2010), with findings relying heavily on large surveys and statistical analysis. Moreover, empirical studies concerning job crafting lean toward the relational properties of job demands and resources and outcomes such as employee engagement (see Bakker, Rodríguez-Muñoz, & Sanz Vergel, 2016; de Beer et al., 2016; Petrou et al., 2012; Tims, Bakker, & Derks, 2013).

While recent empirical studies have made valuable contributions to research in these areas, few inquiries capture the depth and meaning of Smartphone use among Millennials during work through actual observation over a frame of time. From a pragmatic, constructivist view, a qualitative research design using ethnography techniques provides an opportunity to study the research participants in situ to gain an understanding of the role of Smartphones in the patterns of work behavior, work experiences, and conceptions of Millennials' work identity and meaning of work. Taking a micro-level view, a qualitative research design using ethnography techniques provides a fitting methodology for exploring how and why a small departmental sub-group within an organization uses Smartphones in crafting their jobs in ways that may alter the job design and social environment of work. (Fetterman, 2010, p. 29).

Research design

This study sought to explore the role of Smartphone use among Millennial professionals that materialize in the motivations driving their use of these devices to job craft; fostering perceptions of job control and meaning (influence), a positive self-image (rewards/recognition), and human connection (individual/joint well-being) (Shuck & Rose, 2013; Wrzesniewski & Dutton, 2001). Informed by Charmaz (2014) and Stake (1995), this inquiry employs a qualitative approach utilizing interview methods and ethnographic field techniques of inquiry

highlighted by Fetterman (2010). Therefore, this study relies heavily on the observations of the researcher and the participants self-report concerning their use of Smartphones in their daily work habits. The following discussion highlights further detail regarding the participant recruitment and fieldwork processes for data collection.

Recruitment process

The inclusion criteria for selection involved both male and female working adults between the ages of 20-37 years of age (Millennials) without regard to race, ethnicity, income, or disability. The individuals selected were also required to have access to and use a Smartphone on a regular basis during a normal workday and within a variety of contextual settings. To guard against possible coercion or undue influence during the recruitment of participants, the agency contacts and supervisory staff was minimal and only indirectly involved in the recruitment of potential participants.

The agency contact scheduled the necessary facilities for two 4-hour confidential drop-in sessions for individual employees and two 1-hour introductory/open invitation meetings for interested employees wanting to learn more about the study. All sessions were held during normal working hours. An informational flyer regarding the research project, accompanied by an email announcement introducing the researcher and authorizing the research project, were sent to all employees inviting them to attend a session(s) of their choice. To minimize the perception of coercion, the researcher facilitated the meeting absent the presence of the agency contact and any supervisors known to the researcher. During each session, the researcher provided participants with an overview of the study including its purpose, procedures, risks, and benefits, and how the data provided by participants would be protected and used as governed by the University's Office for the Protection of Research Subjects.

Individuals meeting the minimum requirements and willing to volunteer were requested to contact the researcher directly to enroll in the study. Upon contact by interested participants, the researcher scheduled separate meetings during normal working hours with each potential participant in their offices or another private location of their choice. During the participant meeting, the researcher collected the informed consent form and determined eligibility of the individual for selection in the study using a judgement sampling procedure (Table 3.2).

Judgment sampling is a simple method of surveying potential participants by asking simple and direct questions to assess their eligibility to participate in the study. In this case, the focus of these questions were confirming they met the generational parameters of the study and if they had access to and used a Smartphones regularly during the work day (Fetterman, 2010, p. 35).

Table 3.2: Example of Judgment Sampling Questions

1. Were you born during/after 1980 through the late 1990s – the generational parameters considered to be Millennials?
2. Were you born during/after 1980 through the late 1990s – the generational parameters considered to be Millennials?
3. Do you use a company issued or personally owned Smartphone with the OSMA application for work purposes?
4. Do you use your Smartphone in your work activities and interactions?
5. To what extent do you use your Smartphone for work activities 1) hardly at all 2) moderately 3) all the time?
6. What are some of the ways you use your Smartphone for work - Can you give an example?

Attendees were also asked to share information about the study with other qualified individuals interested in participating in the research project with instructions for those inquiring to contact the researcher directly. This process managed to acquire five participants within the agency willing to participate voluntarily in the study.

Data collection

The primary method for conducting this qualitative case study design employed the use of ethnographic techniques in which the researcher was the tool in gathering the data in situ, or in the participants' natural setting, through fieldwork. This fieldwork enabled the researcher to observe, ask questions, explore, and capture the everyday interactions and activities of the study participants and others. Guided by the theoretical framework by Wrzesniewski and Dutton (2001), data was collected from several sources of information (i.e., direct observations, semi-structured interviews, New Employee Orientation Session, organizational policy documents, participant photos, and a mobile application checklist). The following discussion provides an overview on the qualitative methods and ethnographic techniques characteristic of qualitative research designs and essential to the collection of data for this study.

Observations

Crucial to this fieldwork were the participant observations in which the researcher was a witness to the daily activities and interactions of the individuals under study; maintaining a "professional distance that [allowed] adequate observation and recording of data" (Fetterman, 2010, p. 37). Subject to the participants' availability, each observation involved the researcher "job shadowing" each professional on three separate, nonsequential occasions in the workplace for 6-8 hours during a typical workday and over a total period of 10 months. The focus of these observations did not include the specific content of their Smartphone usage, but rather the general purpose of these types of interactions or activities; the manner, timeliness, and urgency of response by participants and others; the location of these people in the participant's social network/circle of influence; and how they employed their device in these processes.

Observations, depicted in Table 3.3, involved recording both descriptive and reflective notes and

comments regarding participants usage of Smartphones, the job environment, activities, interactions, and behaviors.

Table 3.3: Observation descriptive and reflective note content

Descriptive notes included:	Reflective comments included:
<ul style="list-style-type: none">• Descriptions of participants• Descriptions of activities• Description of individuals engaged in activities• Descriptions of interactions• Unplanned/incidental events• Participant quotes	<ul style="list-style-type: none">• Questions to self• Observations of nonverbal behavior• Investigator interpretations/thoughts

Mobile application checklist

As a minor supplement, a Mobile Application Checklist was employed to provide a record of the types of mobile applications the participants used regularly while being observed during work and/or for participants to self-report when circumstances took them outside the presence of the researcher (e.g., confidential meetings). Participants were also asked to disclose when they used their Smartphone for work-related activities after standard working hours.

Semi-structured interviews

Each observation was also supplemented with a three-tiered semi-structured interview process (Observation 1: Initial Interview, Observation 2: Clarification Interview, and Observation 3: Verification Interview). This three-tiered interview process ensured the opportunity to learn and understand the participants perspectives, clarify important details and insights that were observed and noted, and verify the researcher’s interpretation and understanding with the participants; naturally building in the member checking components of

trustworthiness and credibility into the data collection process. In addition, this process provided a healthy set of rich data as the researcher developed a deeper sense of rapport with the participants and they (and others) became more comfortable with the presence and purpose of the researcher.

The initial interview included “grand tour” questions designed to gain a broad understanding of the participants’ backgrounds, work environment, and organizational culture (Table 3.4). Using the job crafting framework to guide the interview, more detailed questions and encouraging prompts followed (Table 3.5); gradually evolving into a more conversational format (Fetterman, 2010, p. 43). This initial interview process provided an overview of the participants’ education, physical setting, job responsibilities, and their daily work activities but also centered around participants’ perspectives and use of Smartphones in their current job role (Charmaz, 2014).

These questions entailed how and why participants use their Smartphone during work and gradually progressed and wove through participants’ thoughts and responses regarding their work role, work relationships and their position in the organization. Thereby supplying useful information and insight into participant beliefs, values, and perspectives on their Smartphone use and work-related experiences as well as the structures and culture of their department(s) and the organization as a whole. These questions also helped put the participants at ease, develop the beginnings of rapport, and gradually build a sense of openness and trust with each successive session (Fetterman, 2010).

Table 3.4: Examples of Grand Tour Questions

1. Tell me a little about your yourself - What is your educational background?
2. Tell me a little about your work environment - What is it like to work here?
3. Tell me about what you do for the organization/department – What does a typical day like for you?

Table 3.5: Examples of progressively detailed and prompting questions from a variety of passages within participant transcripts.

1. a. How would you describe your skills and use of your Smartphone? Tech-savvy, cannot live without it, addicted, not addicted... you can describe it anyway you want... <i>After participant responses:</i> b. What do you normally look at or think about when you pick it (Smartphone) up?
2. a. Are there any go-to Apps or features on your Smartphone that you use frequently and regularly – What are they ... you talked about Podcasts...? <i>After participant responses:</i> b. You just recently started using the calendar? c. How would you say that these features and applications help you in your daily work and interactions?
3. a. Tell me about how much latitude you have in performing your tasks, making decisions, and working with others – Do you feel like you have a lot of latitude; a lot of decision-making, ability... power... authority...autonomy? <i>After participant responses:</i> b. When they took your advice how did that make you feel? c. Do you think using your Smartphone increases your autonomy and/or control or hinders it? In what ways?

Debriefing questions

Due to the high level of sensitive information and security, the observer was not able to be present during scheduled meetings between a study participant and their clients nor during

confidential case discussions or departmental meetings; rather the researcher debriefed the participant regarding their Smartphone use during these situations to ensure confidentiality, privacy, and security of information regarding all parties (Table 3.6). Debriefing questions were incidental in nature therefore were not audio recorded but rather noted by the researcher. These questions focused on simple, informal, generalized queries of participants’ use of their Smartphone in which the researcher is necessarily absent. These questions centered on when, where, how, with whom and why the participant chose to interact with their device during meetings/after work hours.

Table 3.6: Examples of debriefing questions for incidental events

1. Did you use your Smartphone to interact with colleagues/clients or perform other work activities outside of normal work hours/during the meeting?
2. What was the nature of your interaction/activity with your Smartphone (e.g., answer a colleague/supervisor question, sharing information, issue, etc.)?
3. How important was using your Smartphone during this situation/interaction to you? Can you elaborate?

Other unobtrusive methods

Lastly, other unobtrusive methods of data collection included the opportunity for the researcher to participate in the new hire process and events such as New Employee Orientation as an uncompensated ‘extern.’ Gaining a first-hand view of employees’ early socialization into the culture of the organization. This personalized experience provided additional data for document review (i.e., Smartphone policies, formal job descriptions, organizational charts, etc.) and the opportunity to ask questions of staff within different departments and job positions. Other data collected included participant formal job descriptions to understand the job design, performance requirements, and expectations. Photos of the participants’ proximity to their device were also taken with permission and if/when appropriate. These types of data provided

valuable insight into the organization's outward representation of image, while also revealing compliant/contrasting values, attitudes, and behaviors of employees that may be representative of its unspoken culture (Fetterman, 2010, p. 61).

ISSUES ENCOUNTERED IN THE FIELD

Sometimes the researcher designs and guides the study with the best intentions but sometimes the study also guides the researcher. Although this study was not without some unanticipated adjustments, the researcher tried to remain flexible, adjusting as necessary without compromising the materiality of the data. The following highlights the primary issues encountered in the field in this study:

- A. The organizational shift toward "Bring Your Own Device" and the sunset of departmental support for the work-sanctioned mobile application OSMA making it an option for employees at a self-supported cost. This change in policy appeared to create different attitudes among the department staff regarding the use of personal Smartphones for agency business. Thus, many employees, especially new hires opted not to take advantage of this option. Some viewing this change as a disparity and/or justification in establishing firm work boundaries by adhering to standard office hours, etc.
- B. The organizational policy and regulations concerning Smartphone use for work-related activities also curtailed use (at least outwardly) among employees, thus the number of employees willing to participate in the study was naturally diminished despite having organizational and supervisory approval. This seemed to be an unspoken part of the culture as both the supervisor and the agency contact acknowledged their employees use of Smartphone devices frequently. However, upon inquiry during the recruitment process the reasons given as to why many employees declined to participate in the study was often related to their work schedule and/or minimization of their use of these devices for and/or during work (i.e., "I don't really use my mobile phone at work").
- C. Many employees appeared to be "cautiously curious" about the researcher and the study, however, the researcher's presence seemed to stifle the natural interaction that would

normally occur with the participants during the observation sessions. Upon inquiry, this suspicion was confirmed by a few participants, however, as time progressed and staff became more accustomed to the researcher's presence there was gradual acceptance by others within the departments and those interactions became more prevalent.

- D. It was difficult to transcribe the audio recordings in the three-tier interview process between sessions with each participant and the other participants. At times, it was necessary to supplement partially transcribed audio recordings with follow up questions and notes taken by listening to the remaining audio prior to the next interview session. Nevertheless, this was not a material change and did not appear to impact the data gathering process or results.

CREDIBILITY AND TRUSTWORTHINESS OF DATA

The goal of qualitative research is to “strive for ‘understanding’ that deep structure of knowledge that comes from visiting personally with participants, spending extensive time in the field, and probing to obtain detailed meanings” (Creswell, 2014, p. 243). This study employed several accepted strategies in the field of qualitative inquiry to ensure credibility and trustworthiness including:

1. Clarifying the researcher's bias and assumptions that may impact the study (e.g., self-disclosure and reflexivity).
2. Using multiple and diverse sources and methods to corroborate evidence through triangulation (Observation/field notes, three-tier interviews, policy documents, job descriptions, checklists).
3. Faculty member review and/or debriefings as an external check of the research process (Principal Investigator and committee review).
4. Member checking through the confirmation of the participant's judgment of the accuracy in the interpretation and representation of the results by the researcher (e.g., Three-tier interview process: initial, clarification, verification; verbatim quote confirmation/permissions).

5. Thick description by using verbatim quotes interconnecting the physical, movement, and activities describing details about the participants under study (e.g., vignettes, quotes, etc.) (Creswell, 2014, pp. 250-254)
6. A fourth and final member check seeking confirmation and permission to use their personal quotes to warrant the results of this study.

To ensure the quality of the study the researcher used the following criteria:

1. A clear identification of a culture-sharing group (e.g., Millennial-generation, educated professionals working at an agency within the public sector).
2. The specification of a cultural theme that will be examined considering this culture-sharing group (e.g., The role of Smartphones in Millennial job crafting behaviors).
3. A detailed description of the cultural group (e.g., Educated, professional level Millennials).
4. Themes that derive from an understanding of the cultural group (Using thematic analysis to inform existing theory on Job Crafting applicable to the use of Smartphones while at work).
5. The identification of issues that arise ‘in the field’ reflecting the relationship between the researcher and the participants, the interpretive nature of reporting, and sensitivity and reciprocity in the co-creation of the account (An account of issues in the field is provided above).
6. An explanation overall of how the culture-sharing group works (Provided in the contextual description of the study).
7. A self-disclosure and reflexivity of the investigators position in the research (Refer to the section on researcher self-disclosure and reflexivity) (Creswell, 2014, p. 263).

THEMATIC ANALYSIS

This inquiry acknowledges the potential negative behaviors associated with covert use of Smartphones in the workplace that may impede performance and professional relationships (i.e., slowing work down, not responding, etc.). Thus, the ensuing thematic analysis primarily follows

the philosophy of positive psychology undergirding job crafting theory, while being mindful of unique conditions and/or incidents that might necessarily impact the results (Wrzesniewski & Dutton, 2001).

Informed by Braun and Clarke (2013) and using coding methods presented by Saldana (2016), the ensuing thematic analysis consisted of a systematic, iterative two-cycle process comprising the content of a Qualitative Codebook highlighted in Table 3.7 to examine the data used for elaborating on the theory of Job Crafting applicable to the use of Smartphones in Millennials work habits made manifest within the context of this study.

Two-cycle analysis process

Based on the three-tier observation and interview design for data collection, interviews were transcribed by the researcher as each interview was concluded and prior to the next scheduled interview for each participant. Transcribing each interview before the next interview session enabled the researcher to reflect on the participants descriptions and experiences, capture items of interest, note follow-up questions for each participant, and compare initial interview questions/topics between participants to ensure consistency as much as possible given the conversational nature of the interview process. During transcription, initial impressions and items were noted a) for member checking; to clarify and/or verify b) for reflexivity; to avoid assumptions, and c) to revisit for further analysis.

Table 3.7: Qualitative codebook fields of data and two-cycle analysis process

Qualitative Codebook: Coding, Analysis, and Findings			
Data Items	1	Subject ID Code,	1st Cycle of Analysis
	2	Data Item (e.g., transcript, observation,	
	3	Page number (if applicable)	
	4	Note number	
	5	Line segment	
	6	Author	
	7	Analytic memo number	
	8	Date of Interviews/Observations	
	9	Interview/Observation location (if	
Iterative Analysis Process	10	Researchers notes	2nd Level of Analysis
	11	Potential subject quotes	
	12	Points of triangulation	
	13	Additional reference points by the subject	
	14	Researcher notes and quoted/supporting text	
	15	Level 1 (Initial codes – grouped per segment)	
	16	Level 2 (Codes refined – potential sub-themes)	
	17	Level 3 (Codes refined – potential themes)	
	18	Proposed definition drafts: Themes/Sub-themes	
	19	Finalization of Themes/Sub-themes	
Findings	20	Category 1: Motivation to job craft (why, drivers)	
	21	Category 2: Perceived opportunity to Job Craft (job features, orientations)	
	22	Category 3: Job Crafting Practices (actions, behaviors)	
	23	Category 4: Specific Influences of Job Crafting (job design, social environment)	
	24	Category 5: General Influences of Job Crafting (professional identity, meaning of work)	

Once fully transcribed, each tier of the participant interviews was actively read through to revisit initial notations but also to capture additional analytical thoughts, impressions, and concepts beginning to evolve within the data; primarily associated within the realms of:

- Organizational culture
- Participants’ role boundaries and Smartphone use
- Perceived opportunities to use Smartphones
- Background and personal histories/values/beliefs

- Motivational orientations
- Participant knowledge, skills and abilities and other attributes
- Identifying items constituting ‘meaningful work’ and purpose to the participants

This initial sweep of the transcribed data provided an opportunity to reflect on the data while also considering the coding approach prior to performing the first of the two-cycle analysis process.

First-cycle analysis

Beginning with a selective coding procedure, passages of transcript text were ‘chunked’ into focus areas specific to the phenomenon being studied. In this case, excerpts of transcript text referring to Smartphone usage was the starting point and primary focus for the initial coding process. The initial coding procedure involved the use of In Vivo and Process coding methods to generate a semantic list of codes driven by the data being analyzed. Process codes (action codes often using gerunds [-ing]) and In Vivo codes (words and short phrasing used by the participant) are appropriate for all qualitative studies, but particularly beneficial to novice qualitative researchers and for the analysis of transcripts (Saldana, 2016). These methods helped give the participants voice; lifting the ‘story’ off the page so that even if the passage were to be removed the meaning would easily remain within the codes for deeper analysis (Braun & Clarke, 2013; Saldana, 2016). For example, the following text in Table 3.8 related to a participant’s use of their Smartphone during working hours was initially coded as:

Table 3.8: Example of In Vivo and process coding method on interview passage.

<i>"Yeah, to kill the time so ... I'll do that....</i>	'Kill'-ing the time' (Process)
<i>You know if no one's around you can. So,</i>	'no one's around' (In Vivo)
<i>I'll do that" - Jaidyn.</i>	Filling gaps of time (Process)

As passages were coded, analytical memos were simultaneously created to record the details and notes associated with the passages analyzed during each coding session. This process was also followed for other sources of information (e.g., field notes, documents, photo examples). Data item details, analytic memos, brief researcher notes, quoted text, and initial codes with preliminary definitions from the first cycle of coding and analysis were subsequently entered into an Excel Spreadsheet forming a detailed workable codebook; organizing the data information and preliminary analysis in preparation for the second cycle of the process. Actively engaging the data during this first cycle process produced a more semantic level of results for further analysis.

Second-cycle analysis

Once the first cycle of analysis was complete, each single data item was then extracted from the codebook, individually reviewed, examined, and constantly compared to explore the “conceptual and theoretical frameworks that underpin what is being said in the data” (Braun & Clarke, 2013, p. 207). Going beyond the semantic meaning of the codes assigned during the first cycle analysis, greater attention was given to why and how the participants described their motivations, work environments, and their use of Smartphones to identify more implicit or latent meanings within the data; Paying particular attention to key words/phrases and identifiers such as *If, Because, Then, Usually, Regularly, I’ll, I’m*, etc. while also asking reflective questions such as:

- *How does this data item fit within the theoretical framework of Job Crafting?*
- *Does this data item concern a driver (motivation) or an action (behavior, cognition, social activities)? A feature of the job? An individual motivational orientation or work orientation, etc.?*

- *How does this data item compare to a similar data item? – What makes them similar or set them apart?*
- *What is really happening here? What is the latent meaning underlying this passage of text? This observation?*
- *How do we define the meaning of what is happening within this group of data items?*
- *Is this data item being labeled correctly? Is there a better word/label that would better reflect the meaning of the data item(s)?*
- *Is there a broader core theme between selected groups of data items? How should the broader theme be defined? Sub-themes?*
- *Can these themes and/or sub-themes be further narrowed without compromising the materiality of the results?*

As each data item was examined, it was assigned to an applicable category corresponding to the Job crafting framework drawn on a large workboard. Table 3.9 provides an example of how the first three categories of the Job crafting framework was conceptualized for data analysis and used to distinguish data items in the sorting and defining process of the second cycle of analysis.

Table 3.9: Example of conceptualizing the job crafting framework for analysis: categories, conceptualization, and analytical identifiers.

Job Crafting Framework as applied to using Smartphones		
Category of Analysis	Conceptualized as:	Examples of Analytical Identifiers: Key Words/Phrases
Motivation	Why, Drivers	<i>I am (as in 'being'), I have, I will, I want, I think, It's my way of, I just need, I'll do it, My own, Knowing what to expect, My only source, I started, I try to create, I try to keep it, I try not to, It looks good when, Being dedicated, I want to come across, I am younger, I am not going to be, You don't wanna be like, I can know, Keeping tabs, See what's happening, Just to make sure</i>

Table 3.9 (cont.)

Perceived opportunity to Job Craft	Opportunities/hinderances Orientations/inclinations	<i>It's easier to, I can't, If I need, If I'm able, Having access, My role, In my job, What I do, There was a rule, It's only if, I'm not lead, I'm not in the chain of command, When I worked at, We all have, It depends, But we don't do, Because you have, You can justify, If I had, If I know, I am strictly work, I am typically, I find it, I'll see, I always look, I go out of my way, Every time I get, It's hard for me to, A lot of people, If something comes up, We don't do, If I were asked, Ultimately I decided</i>
Job Crafting Practices	Actions, Behaviors, Perceptions	<i>I might just grab, look something up, You need to call, Some thing's come up, Plan, Something's pending, I'll look it up, Miss things, Trying to monitor, Waiting on a response, Something pressing, Important, Something big, I usually have it [Smartphone], I'll use it every day, First thing I do, I listen every morning, I'll do that, Normally when, Fairly routinely, I'll just pick it up, Good conversation, good story, I can share, We have a group chat, Fall high on the hierarchy, unknown number, Somebody I know, I keep in touch, Make plans, Close friends, Talk more intensely</i>

During this repetitive process, the initial group of codes associated with each data item pertaining to the use of Smartphones during work was continuously evaluated, narrowed, refined, and progressively defined while being sorted (and re-sorted) into the appropriate corresponding fields associated with the job crafting framework. Using the previous example given in the first cycle of analysis, the data item initially coded as “kill-[ing] the time” when “no one’s around” evolved from *Filling gaps of time and Downtime* to inclusion within a group of similar data items under the final core theme of Cognition-oriented Activities defined as:

The conscious intellectually, emotionally, and/or functionally directed processes and activities through which we experience the environment, make sense of, and come to know the world around us (Internal & External) (e.g., reasoning, thinking, perceiving, decision-making, listening, observing, remembering, etc.)

And the sub-theme of Mental Breaks defined as:

Interrupting one's activity or occupation with something for a brief period or instance to relax, refresh, and/or cease to engage in a monotonous, strenuous, or stressful mental activity.

Which was assigned to the category of Cognitive Task Boundaries within the Job crafting framework (See Table 3.10).

Table 3.10: Example of evolution of coding process

<p><i>"Yeah, to kill the time so ... I'll do that.... You know if no one's around you can. So, I'll do that" (Jaidyn).</i></p>	<p>'Kill'-ing the time' (Process) 'no one's around' (In Vivo) Filling gaps of time (Process)</p>	<p>Mental Breaks</p>	<p>Cognition-oriented Activities</p>	<p>Cognitive Task Boundaries</p>
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This process laid the foundation for examining the last two categories of the Job crafting framework: Categories 4; the specific influences of job crafting using Smartphones (job design; social environment at work) and 5: the general influences of job crafting using Smartphones (work identity; meaning of work). This last piece of the analytical process relied heavily on the aggregation of the data in the first three categories as well as the memos and notes capturing the interpretations, thoughts, and questions of the researcher throughout the analysis process. For instance, the aggregation of participants' quotes derived from the data were assembled into an interpretive vignette then further broken down into sample tables applicable to each category to further summarize and explain the results. This process provided a window into the participants' multiple views of "reality as socially constructed or made meaningful through [*their*] understanding of events" (Putnam & Banghart, 2017).

CHAPTER 4 – RESULTS

At the time the Job crafting framework was introduced by Wrzesniewski and Dutton (2001), the sociocultural influence of Smartphones was only beginning to surface in the workplace; using these devices in ways to craft one's job was not within the original scope of the model. For this reason, the aim of this study and its results are to inform existing theory on Job Crafting regarding the use of Smartphones in the work habits of Millennials during a normal workday relevant to their specific contextual workplace setting. Framing the results of this study within the five constructs of the job crafting framework, the ensuing dialogue uses slightly modified titles to fit the aim of this research; that is, exploring the role of Smartphones in job crafting behaviors.

The first three constructs: motivations to job craft using Smartphones; perceived opportunity to job craft using Smartphones; and job crafting practices using Smartphones capture *why* and *how* these participants craft their tasks. The last two constructs: Changes to the job design and social environment; and changes to the meaning of work and work identity, focus on the specific and general effects associated with these processes (Wrzesniewski & Dutton, 2001). Related to each of these theoretical constructs are several core themes and corresponding sub-theme(s) discussed in further detail. Table 4.1 summarizes these results highlighting the 12 core themes and 24 sub-themes and their definitions applicable to the Job crafting framework that are made manifest in the participants use of Smartphones.

Table 4.1: Core themes, sub-themes, and definitions applicable to the Job crafting framework made manifest in the use of Smartphones.

Motivation to Job Craft Using Smartphones				
Job control & work meaning	1.	Work/life Integration		Exercising choice and control over life activities when 'inside' the work environment and work activities when 'outside' the normal work environment (including working offsite).
		1.1	Managing Work/life Activities	Exercising choice and control in using Smartphones to manage activities closely associated with/or around work.
		1.2	Lifeline Security	Viewing Smartphones as something that is indispensable for maintaining or protecting one's life needs and/or arouses the feeling of being safe and in control of one's circumstances.
		1.3	Self-imposed Boundaries	Deliberate limitations and/or rules and restrictions a person places on his/her Smartphones use behavior.
Need for Positive Self-Image	2.	Self-Presentation		The processes by which people control how they are perceived by others.
		2.1	Professionalism	The conduct, aims, qualities, skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well done and/or characterizes professional person.
		2.2	Breaking Stereotypes	Taking interest and action to avoid a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment of others.
Need for Human Connection	3.	Social Well-being		The extent to which a person willingly pursues meaningful relationships and a sense of belonging and inclusion within their social circle to attain a satisfactory level of psychological and emotional stability.
		3.1	Relatedness	The extent to which a person makes deliberate efforts to engage in purposeful, regular communications with others to preserve a deep emotional bond or meaningful connection, close ties, reciprocal caring relationships, and sense of belonging within one's social circle.
		3.2	Affective Connection Insecurity	The subjective emotional experience of feeling general unease or nervousness, anxiety, worry, and/or varying degrees of distress triggered by the absence of and/or inability to connect via their Smartphone.

Table 4.1 (cont.)

Perceived Opportunity to Job Craft Using Smartphones				
Job Features – Latitude & Discretion	4.	Organizational Policy Effects		The influencing effect of a statement and/or set of directives adopted and implemented by an organization as a procedure or protocol to ensure compliance with rules, regulations and/or laws on the actions and behaviors of individuals.
		4.1	Organization Imposed Boundaries	The intentional or unintentional constraints (e.g., access, rules, restrictions, expectations, etc.) an employer places between the employees' work and life activities when outside the normal work environment including working offsite.
		4.2	Conforming Behaviors	Taking action to comply in accordance with prevailing standards, rules, regulations, laws and practices of a group, organization, or society in general.
		4.3	Workaround Behaviors	Any method used to circumvent or overcome a technical problem that could prevent a person from achieving an objective.
		4.4	Communication Norms	The socially accepted process by which information is exchanged between individuals through a common system of symbols, signs, behaviors, and or by technical means.
Individual Work Orientation	5.	Job Oriented Centrality		The internalized impression, understanding, and subjective judgment that the principles of and quality of work is an instrumental activity intrinsically valuable, important, or desirable to the individual.
		5.1	Occupational Experiences	The knowledge, skills, and schemas that are constructed and developed through the direct contact, interactions, and observations of work-related activities associated with one's current and/or past job role(s) or profession.
		5.2	Job Role	The job-related specific duties, responsibilities and requisite expectations associated with one's functional position within the hierarchal structure of an organization.
Motivational Orientation	6.	Motivating States		The "recurrent concern for a goal state based on a natural incentive - a concern that energizes, orients, and selects behavior" (e.g., Achievement, power, and affiliation) (McClelland, pg. 590).
		6.1	Work Ethic	The principle that hard work is intrinsically virtuous or worthy of reward that guides one's effort and/or integrity in work activities.
		6.2	Affiliative Motivation	A person's subjective arousal and inclination to seek, welcome, and respond to a socially oriented stimulus based on his/her need for human relationships, meaningful contact, sense of involvement, and belonging within a social group.

Table 4.1 (cont.)

Job Crafting Practices using Smartphones				
Task Boundaries	7.	Task Management		The process of managing a task through its lifecycle from start to finish.
		7.1	Information & Communication Tasks	Regular, every day work related types of information seeking and collaboration, coordination, and communication activities.
		7.2	Monitoring Tasks	The observation and/or checking the progress or quality of a work-related activity, project, assignment, or situation carefully over time.
		7.3	Urgent Tasks	The fact or condition of a work task activity being perceived, regarded, or treated as needing immediate attention, and/or takes precedent over other work tasks.
Cognitive Boundaries	8.	Cognition-oriented Activities		Conscious intellectually, emotionally, and/or functionally directed processes and activities through which we experience the environment, make sense of, and come to know the world around us.
		8.1	Preparation Routines	The customary, typical, or usual patterns of activities one engages in to prepare one's state of mind or readiness to engage in work related activities.
		8.2	Task Engagement	The amount of mental focus and degree of physical energy given to the accomplishment of a specific task or work activity.
		8.3	Mental Breaks	Interrupting one's activity or occupation with something for a brief period or instance to relax, refresh, and/or cease to engage in a monotonous, strenuous, or stressful mental activity.
Relational Boundaries	9.	Social Connectedness		The psychological involvement of being connected, aware, and 'in touch' with others through technical means that produces a strong emotional sense of belonging within one's social sphere of relationships.
		9.1	Group Communications	The interaction and process of sharing information through social exchange between members of a small group of individuals.
		9.2	Maintaining Meaningful Professional Connections	The degree of effort one makes to establish professional relationships and/or persevere in keeping a state of mutual or reciprocal social interest by socializing, interacting, and engaging in subjective, worthwhile, and mutually satisfying conversation with others on a regular basis.
		9.3	Hierarchy of Response	The degree interest, effort, and action in responding to others in a quick and/or timely manner based on individual classification of the value of the relationship

Table 4.1 (cont.)

Changes to the Job Design & Social Environment using Smartphones			
Job Oriented & Social Changes using Smartphones	10.	Crafting the Experience of Engagement	Shaping one’s experience of engagement through the personal encounters, observations, and conscious effort to participate in activities that are interpreted and perceived to be mutually satisfying to one’s personal and professional needs.
	11.	Crafting Meaningful Professional Networks	Expanding the boundaries of one's professional sphere of influence by customizing and shaping their social interactions and relationships to suit their social requirements, preferences, and needs.
Changes to the Meaning of Work & Work Identity using Smartphones			
Individual oriented changes using Smartphones	12.	Embodying Work Identity and Meaning	A person's expression, personification, and exemplification of their subjective mental representations of being a professional and ascribed notions of work.

MOTIVATION TO JOB CRAFT USING SMARTPHONES

The first theoretical category of the Job crafting framework (Wrzesniewski & Dutton, 2001) concerns three universal aspects of individual motivation related to work: job control and work meaning, positive self-image, and need for human connection. In this study, motivation considered both the physiological and psychological needs of the individual; the desires, wants, drives, and needs, that stimulates or energizes a person’s willingness to act or behave in a certain way (Kanfer & Chen, 2016). From this perspective, motivation is regarded as the first sequence underlying the process of engaging in job crafting behaviors. To understand the motivations for using their Smartphone during and/or for work, this study explored individual motivations as ‘*why*’ the study participants were likely to use their devices during their workday.

Job control & work meaning: Work/life integration

An interesting finding in this study was the participants' distinction between the *inside* and *outside* worlds of work; viewing their Smartphone as being their connection to the 'outside' world as opposed to its use 'inside' their world of work. This is not to imply the need to achieve work-life balance per se, but rather, these participants view their Smartphone as their link for simultaneously managing aspects of both work and life they valued. Work/life integration, therefore, is defined as the exercising of choice and control over life activities when 'inside' the work environment and work activities when 'outside' the normal work environment (including offsite locations). These motivations were manifested in the ways the participants used their Smartphone by the following three sub-themes: *Managing work/life activities*, *lifeline security*, and *invoking self-imposed boundaries*.

Managing work/life activities

All the participants exhibited evidence of managing their work/life activities using their Smartphone through self-report and/or observations. Overseeing activities in both worlds of work and life, these participants frequently used their devices to stay on top things, schedule life events, and plan for leisure time and vacations around big work deadlines. During a normal workday, participants were observed responding to text messages concerning updates or help with family issues (*Jaidyn; Ryley*), making decisions concerning a momentous affair (*Payton*), scheduling service appointments (*Averil*), making social plans for after work (*Sydney*), listening to music (*Ryley*), Podcasts (*Sydney, Payton*), or briefly catching up with friends outside the office (*Averil*).

Finding the Smartphone useful for managing work activities while on vacation, *Averil* reported:

I like to know what's going on and I like to be connected so... um, it helps in terms of like, stress management...If I'm not getting anything important then I know that nothing is blowing up in my absence. That there's not something I missed before I left – when I get back, now I'm going to have to deal with.

Being able to check on the status of activities was reassuring in that *Averil* could “*manage things a little bit at a time*” to make sure there were no surprises. Likewise, *Sydney* stated, “*I can keep up to date on things that are happening... like, when I'm on vacation,*” noting, “*It's more for my own awareness of what's going on, so I know what to expect*” often using the organization's employee portal to “*login to my email a couple times a night to make sure I haven't missed anything.*”

While organization restrictions will be discussed in more detail later in the results, it is important to note that even though most participants in the study did not have access to work email or the office calendar through the OSMA, employees were able to gain access through the organization's employee portal. This gave those without the OSMA the option for access if they wanted or needed to check on work communications. Even so, *Payton* found this disparity of ready access among certain staff aggravating at times, commenting, “*It's frustrating sometimes like if I'm offsite... They ask me a question and I say, 'It's on my email but...' - it's hard for me to get access to that here, so I'll have to get back to you.*” Unlike *Averil* who has the OSMA and just started using the iCalendar to manage both work and personal activities. “*It's nice to have like, a picture of what my week or my day or month looks like and be able to get someone an answer, like, very quickly and to plan ahead.*” So, although limited access was available through the portal, it was not always practical, quick, or convenient to access work information using the Smartphone. Being aware, making sure, and being able to cope with issues that were important to them, either proactively or as they happened, provided a sense of control over how these

individuals were able to fulfil work/life obligations that were meaningful to them in a suitable manner.

Lifeline security

The degree of dependence participants placed on Smartphones, as being an indispensable and essential device in protecting and maintaining life needs and/or arousing feelings of being safe and in control of one's circumstances, was exemplified in the way both *Ryley* and *Averil* describe their reliance on their devices as being a lifeline to the outside world:

"I mean, it's more just, like, because that's – that is really our only source of - my only source of communication with the outside world." - *Ryley*

"It's a necessity for sure because I do, like, pretty much everything on it. You know, it's like - it's your connection to the outside world." - *Averil*

Like *Averil*, who can *"...put it down and not check it,"* the participants in the study did not consider themselves to be 'addicted' to their Smartphone, rather they either implicitly indicated or explicitly described themselves as more dependent on them largely because of the sociocultural influences and embeddedness of Smartphones in society in general. For instance, describing phone booths as being largely obsolete, *Jaidyn* noted the use of Smartphones is pragmatic for both business and life: *"When you're on the road - like, you're gonna call back to the office or call the client just to give them your ETA [estimated time of arrival]. Your cell phone's all you have these days..."* Despite the pros and cons of having a landline home phone, *Jaidyn* also does not see the value in them, stating, *"I feel like most people have a landline because it's part of some bundle package for their cable and internet... it's nothing they'll use"* – *Jaidyn*. Even in an emergency scenario, *Averil* described, *"I would definitely grab my phone 'cuz it's like my way of being - I could actually put my life back together ... to get everything sorted out."* Also, having been a victim of cyber-fraud, *Sydney*, used the Smartphone as a

protective step toward safeguarding personal identity: *“I’ve had a lot of trouble with identity theft on vacation... just making sure everything is okay,”* by setting up the necessary financial alerts and safety nets on the device to be received at a moment’s notice if something suspicious should arise. In this way, Smartphones were viewed as a pragmatic tool necessary in the extension of personal security and safety; allowing participants to exercise control in *making sure, being sure*, and perceptions of *certainty* meaningful to sustaining one’s work and lifestyle by mitigating doubt and/or risk personally or professionally.

Self-imposed boundaries

The participants’ effort to invoke self-imposed boundaries in the use of their Smartphone is twofold: One being in response to the sensitive nature of the job role which will be discussed in more detail concerning the effects of organizational policy later. The other, in the participants’ endeavor to control the degree to which they allow their work and personal lives to blend. On one hand, *Averil*, having access through the security of the OSMA, uses work email and the calendar regularly to control the integration of communications and schedule of activities related to both work and life.

The calendar is, like, really helpful because I can see, you know, what’s going on personally that day and work, so it helps. I used to have this issue of, like, kind of double booking or like forgetting about something but now, that doesn’t happen anymore which is really nice. - Averil

On the other hand, being cognizant of the risks associated with using their personal devices for business purposes; those without the OSMA frequently self-imposed boundaries to *“create that wall”* (*Jaidyn*) or *“try to keep [work/life] somewhat segregated”* (*Sydney*) when using their Smartphone. For instance, *Jaidyn*, having slightly more length of service in the job

than *Averil*, does not have access to work email or the calendar through the OSMA; thus, prefers to keep both personal and business accounts separate from the Smartphone. However, *Jaidyn* will use the Smartphone to take photo evidence of work-related sites and then transfer the files later to the work personal computer. *Sydney*, being relatively new in the role, prefers to keep information such as work contacts “*very separate*” from personal contacts; stating, “*I think I only have [colleague’s] cell phone number and that’s as much as I want...*” reasoning that, “*I think it helps to have a self-imposed boundary.*” To varying degrees, all participants readily invoked some level of self-imposed boundary on the use of their Smartphone when inside or outside the world of work as they saw fit. Shutting colleague communications down after hours when needed, and conversely, responding to personal communications while at work in what the participants’ perceived as being reasonable. The self-imposed boundaries of separation between work and life related activities aroused feelings and the perception of being in control of one’s circumstances regardless of which world, inside or outside the work environment, they might be in.

Need for positive self-image: Self-presentation

Exhibiting behaviors perceived as being consistent and positively associated with a specific job role, self-presentation represents the performance and re-performance of behaviors and characteristics believed to be tantamount in being positively seen by others as professional (e.g., showing or trying to look good, dedicated, competent, responsive, etc.). To create a positive self-image, the participants regularly engaged in acts of *professionalism* and efforts toward *breaking stereotypes* using (or not) their Smartphone based on the perceived acceptance associated with their occupation and/or generational cohort; two sub-themes of self-presentation

identified relating to the need for a positive self-image manifested in the use (or avoidance of use) of Smartphones.

Professionalism

While ideals of professionalism may vary from individual to individual based on the person's background, values, education, work experience, occupation, status, etc., the notion of professionalism generally concerns the conduct, aims, qualities, skills, good judgment, and generally polite behavior that is expected of someone trained in an occupation role and/or characterizes one's perception of 'being' a professional in that position. For example, influenced by professional norms learned through higher education, *Averil*, expressed the importance of responsiveness in a professional capacity:

I think it's really important to be responsive... So, when I was in law school there was rule that if you were - that if you receive an email or a phone call that you should try to get back to the person within 24 hours and I try to stick to that as much as possible.

Adhering to this rule or idea that being a professional meant being responsive was frequently cited by the participants as being a notable attribute of professionalism associated with: 1) their own idea of being a professional, 2) their occupational position, 3) and/or level of status or authority within the realm of the organization's operational structure. *Sydney* explained, "*I think [my supervisor] brings a big law mindset to the office for this particular section and I think that [supervisor] really values responsiveness - I try to be on top of it.*" In similar ways, the participants used their Smartphone as a mechanism for timely communications, being quick to respond, and reinforcing the idea of being approachable and helpful because it "*looks good that you're going the extra mile to make sure that you are staying on top of your work even when*

you're on vacation" – Sydney. Thus, going 'above and beyond' what might be considered normal expectations (see Box 4.1).

Box 4.1: Vignette: Being responsive

Averil's story: Being responsive

*I'll even respond, honestly if it's someone who just wants help.
There was actually... like right before I went to Italy, I was checking my email while I was at the airport.
One of the legal interns emailed me a question
"So-and-so said you did this kind of work, here's, like, what I'm thinking ...can you give me your feedback."
And I was just sitting there in the airport...
sending... Like typing out a response and then um... and then I wrote...
"I have ... this is my ... this is my layover time ... like here's my number..."
And then I thought they were going to call me
and they didn't.
Then I just decided to, like check it.
Like, I was on the plane already... just a few minutes before taking off and then that's when that person was
like,
"Oh yeah, you can call me in my office now."
And I called them as I was on the plane just trying like... it was so odd to, like, cover my ears and like talk to
them.
And then something occurred to me... during the flight, so then I... wrote out a long email.
When I landed I sent the email so that he had all the information that I wanted to get out.*

To emphasize this point, Sydney described the act of showing responsiveness, responsibility, and dedication by using the Smartphone to do things that make you "look good" to colleagues, but especially in meeting the implicit or explicit expectations perceived of supervisors as being important, stating:

*I think it [Smartphones] helps in that sense, like showing you're responsive and that you're thinking about things after hours. [My supervisor's] two big catch words are 'responsive and responsible,' so anyway that you can show that is always a good thing. -
Sydney*

Perceiving that "it looks good that you are keeping on track with your work even when you're not in the office - even though you're really only expected to do it while you're here," Sydney further noted, "I think especially as a young person it shows that you're dedicated to what you're

doing and that you're thinking about it while you're not at work and that you're responsible by following up." In Sydney's view, using the Smartphone was a mechanism for performing in a way that appealed to the perceived or expressed values and expectations of supervisors and colleagues.

Becoming established in a new role as well as industry, *Ryley*, used the Smartphone as a way of learning things during incidents occurring during a normal workday. *Ryley* would Google information to increase understanding and/or gain knowledge related to work tasks, communications, and/or encounters with others as a way of learning aspects of the job that emerged during work. In this way, *Ryley* preferred to use the Smartphone rather than depend on asking colleagues because it provided a mechanism for informal learning that did not compromise how others might perceive *Ryley's* ability to understand and/or level of competence required of the job role:

I could go ask them [co-workers] but I might not be able to understand it um... as clearly in a way or they might say it so fast and I'm like, 'Okay, what did they just say?' So, for me visually is more-better sometimes than verbally. – Ryley

To emphasize this point, when helping a colleague separate and format a word document in a way *Ryley* was not familiar with while also being restricted in searching for help on the PC, *Ryley* explained:

I ended up using my device...It just gives you that sense of ... I need it right now. I wanna perform my duties and make sure that it does get done and that she's not like lost for three hours. - Ryley

Being new to the job, *Ryley* used the Smartphone to 'look good' among colleagues; building trust and credibility as someone who is helpful, reliable, and competent by being able to perform a task even when not familiar or unsure of how to complete it.

Conversely, *Sydney* and *Jaidyn*, both spoke to the negative impression one can also give when someone uses their Smartphone for a personal activity or a non-related work task while working together on a shared assignment. *Jaidyn* spoke to the potential hinderances in performance when working with others inclined to be more distracted by their devices. *Sydney* also expressed, “*I think it has a tendency though to make you look less professional and so it’s about how you use it and when you use it.*”

Breaking stereotypes

An interesting sub-theme that presented itself not only among the participants in the study, but also during the participant recruitment process, was the association of negative assumptions surrounding the generational label of “Millennial” and what that means to this generational cohort. There appeared to be a heightened awareness of the oversimplified opinions, prejudice, and judgements generally ascribed to the stereotypical behaviors associated with Millennials, particularly regarding the use of Smartphones. In the context of the study’s work setting, *Sydney* explained:

I think there's a pretty big generational divide in our - in the workplace in general right now, but especially like here in my office where I experience things - where I think "Millennial" kind of has a negative connotation in [that] it almost always is referring to your use of mobile technology.

These participants took issue with the implication that Smartphones are what defines them professionally with little regard to the other elements that holistically characterize how they see themselves as professionals: their level of education, developmental experiences, accomplishments, knowledge, skills, qualities, and hard work. *Sydney* summed up this sentiment stating, “*I don't want to look like I am just another Millennial who's glued to my phone because I*

don't think that's - looks very professional in most peoples' opinions... I don't think that's an accurate presentation of who I am as a professional."

Being acutely aware that the association between the Millennials and Smartphones can be ill perceived by older generations, both *Sydney* and *Jaidyn* discussed making attempts at curbing their usage by concealing or leaving behind their devices when interacting with an older demographic. Endeavoring to present a level of professionalism while also addressing the issue of Millennial stereotypes, *Sydney* stated, *"I know that I am younger so I want to come across like a little more professional and older and trustworthy especially with my clients so I'm not going to – I'm not going to be bringing my phone around..."* (see also sub-theme: Professionalism). Likewise, attempting to keep the device hidden from view, *Jaidyn*, described, *"I don't put my phone on the table at the start of the meeting like some people... and my phone's always on silent 'cuz you don't wanna be 'that guy.'"*

Yet, despite the negative connotations and efforts toward breaking Millennial stereotypes, there is agreement that there are just some situations that merit the use of Smartphones regardless of age boundaries. As *Jaidyn* explained:

You know there are so many negative things attached to someone my age being tied to their phone, but you also have to acknowledge that it's a tool and has a lot of practical use you should take advantage of, you know, for the appropriate circumstances.

Bringing to light that assumptions concerning the use of Smartphones, for all practical purposes, has no real generational boundaries except the ones society in general has ascribed to them.

Need for Human Connection: Social Well-being

In this study, social well-being is conceptualized as the extent to which a person feels they have meaningful relationships, inclusion, and a sense of belonging within the sphere of their

private and public social circles. Using their Smartphone to make regular contact, the participants reinforced feelings of social well-being through their sense of relatedness by engaging and interacting with people they shared an intimate bond with and/or could relate to in meaningful ways (e.g., immediate and/or extended family members, close friends). Conversely, the participants also experienced feelings of general unease and/or emotional insecurity in the absence of a ready connection, via their Smartphone, to the people and things they care about. The following discussion highlights the use of Smartphones manifested in two sub-themes contributing to a person's sense of social well-being: Relatedness and Affective Connection Insecurity.

Relatedness

The concept of relatedness refers to the extent in which a person feels they share a deep emotional bond or meaningful connection with others, has caring relationships, and a sense they belong to a community through frequent and regular contact. Feelings of relatedness are based on the depth, strength, and/or quality of the relationship; making connections with people one cares about and believes cares about them (e.g., family, friends, and acquaintances) was a key aspect of the participants motivation to use of their devices during work.

Each participant in the study voiced having strong family ties and valuing friendships; using their Smartphone to routinely communicate with immediate family, extended family, and close friends. *Averil* admitted, *"I text a lot. Like, my friends and I will just text, like, throughout the day to be like, 'How are you doing?'"* Likewise, *Sydney* checked in on family and friends using the Smartphone *"just to keep tabs on what's going on in our worlds. It's kind of nice to see, like what everyone else's days are like"* – *Sydney*. Frequently sending and receiving emails and text messages from friends and family throughout the day, *Ryley* used the Smartphone for

assurance knowing that *“everything is okay right now because I don’t have an alarming text or an alarming email, so I just know everything’s good.”* Used as a way of keeping in touch, Smartphones bridged the gap of distance in knowing what’s happening, expressing care and interest in other’s well-being and for reassurance, or peace of mind, in resolving perceived issues or tensions as they present themselves.

Depending on the member(s) within the participants’ social circle, contact was also made generally using a communication feature on the Smartphone most preferred by the receiver. For instance, *Averil* described, *“I talk to my Mom a few times a week. I just call her because she’s not good at texting.”* Similarly, *Sydney* shared,

I try to call my dad every Friday when I leave work because otherwise I don't think we would talk on a regular basis. My Mom will call me every other Sunday when she's walking the dogs because they're just very routine people and that's just what they do... if I call outside of that scope they're always like, 'What's wrong?'

Helping an immediate family member who lives out of state, *Ryley* also used the Smartphone to make calls during the lunch hour to ensure that a family member’s life activities were managed (e.g., paying bills, running errands, etc.).

The strength of relationships and routine contact between the participants and those within the hierarchy or their social sphere provided a level of comfort and security in knowing and/or making sure that those they care about are doing well. By demonstrating care and concern, discussing things of mutual interest, and sharing information, the recipients of contact are also reassured the participant is thriving. When there was a disruption in these routines or the mode of communication (i.e., participants normally text, but receives a call) that sense of security diminished briefly, and anxiety was heightened. For instance, glancing at the Smartphone, *Averil* expressed some concern that a family member had not yet responded within

the 'normal' time frame that was generally expected. Knowing this family member was experiencing a great deal of stress, their lack of response caused *Averil* to worry; prompting plans to initiate another communication within a specified time if a response still was not received. Similarly, when a certain family member calls or texts, *Ryley* conveyed the need to respond immediately stating, *"When I get a phone call I'm always like, I have to answer this. Like, I can't ignore it. So, if I end up missing it... I have to call them back right away."* This was also observed in *Jaidyn's* response related to a family concern. Receiving a text message during a meeting, *Jaidyn* responded immediately after, using the Smartphone to return the call rather than the office desk phone.

Affective connection insecurity

Expanding on realm of the psychological aspects associated social well-being and the participants use of Smartphones during work involves the concept of affective connection insecurity. Here, affective connection insecurity is defined as the subjective emotional experience of feeling general unease or nervousness, anxiety, worry, and/or varying degrees of distress triggered by the absence or and/or inability to connect via Smartphones. Each one of the participants experienced affective connection insecurity to varying degrees depending on their level or tolerance toward uncertainty, need for human connection, and the perceived comfort their Smartphone provided in response to related feelings of insecurity. Often subtle, these emotions manifested themselves in the way the participants were observed and reported feeling when away from their devices for a significant amount of time or distance. *Ryley* explained:

If I take it into a meeting it's more for my, like, just to make sure, you know, that I don't get anything important. So, it's more about that, but It really has nothing to pertain to work.... We had an all staff meeting and everyone was there I had my phone, you

know, I didn't necessarily need it. It was for my own personal – it's there just in case... I guess just like that security – I know it's there.

Most often, all the participants frequently kept their Smartphone close, if not on, their person while they worked (see example images; Figure 4.1). *Jaidyn* noted that the device is “*in my pocket. I try to keep it close by. I generally have it on silent so that way I can know if somebody is trying to get a hold of me.*” Likewise, *Payton* keeps the device in “*its home right here*” indicating the Smartphone's position on the desk is within reach. *Ryley* also commented:

I would get a little anxious if it wasn't, like, nearby because then I'm like, did I get a text message? Is someone trying to get a hold of me? So, it's just, you know, a feeling of relief that it's there.

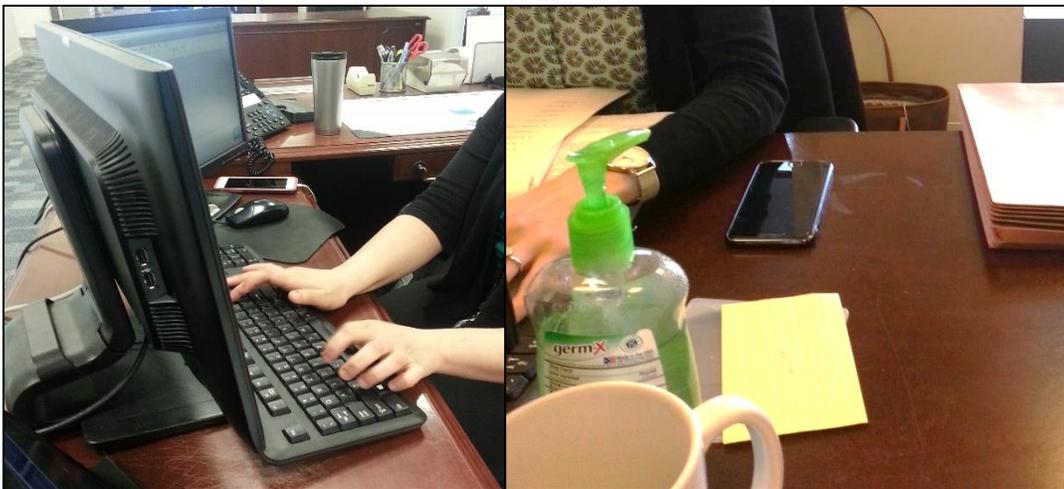


Figure 4.1: Examples of the proximity of the Smartphone to two different participants while working at their desk.

If the participants needed to be away from their desks for a significant period and/or distance, they often carried their Smartphone with them. *Payton* explained, “*I mean, I'm at work so it really wouldn't be a big deal, but if I am away from my phone for a long period of time, like I'm always – I'll start to think, like, 'Shoot should I be checking it right now?' Like, 'Am I missing messages or am I missing phone calls?'*” Taking the Smartphone to a meeting down the

hall with a colleague, *Averil* was observed (and admitted) texting friends during the return walk back to the office. If the participants were away from their office/desk for a short period and happened to leave their device behind, they were often observed checking their device for messages or notifications upon their return.

PERCEIVED OPPORTUNITY TO JOB CRAFT USING SMARTPHONES

The second category of the Job crafting framework presented by Wrzesniewski and Dutton (2001) lists three moderating variables associated with an individual's perceived opportunity to job craft: 1) Job Features 2) Individual Orientation and 3) Work Orientation. Looking at these influences through a qualitative lens, this study explored the *conditions* underlying these contextual and individual-oriented factors to understand how the work environment, participant behaviors, inclinations and values might regulate (control, temper, prompt or restrain) the participants' motivations to use their Smartphone during the workday. Core themes associated with motivation, for instance, the need for job control and work meaning may be regulated by the amount of perceived opportunity associated with one's job features and so forth (e.g., organizational policy effects on one's latitude and discretion in managing work/life activities). Following this reasoning, three core themes: *organizational policy effects*, *job-oriented centrality*, and *motivating states* were determined to be applicable to the participants' perceived opportunity to use their Smartphone in crafting their job.

Job features: Organizational policy effects

Information and communications via technology in the context of this study is highly restrictive for the purposes of security and privacy protection. This being the case, there is an expectation that anyone working for or doing business with the organization will be sensitive to/and preserve the data, information, and confidentiality of all business communications,

transactions, and operations of the organization. Consequently, security protocols for office PC use are emphasized, monitored, encrypted, and limited by security firewalls. However, like most business entities in society today, the organization has experienced the widespread prevalence and use of personally owned Smartphones in the workplace. Forced to contend with the inevitable use of these devices, while also recognizing their potential impact, the organization instituted security protocols and policy mandates designed to mitigate the possibility of a security and information breach associated with the risk in disclosure of confidential information.

Conveying expectations for employee compliance to organizational mandates and security protocols using Smartphones begins during the new hire process with the introduction of policy messages stating, “...*employees are prohibited from saving sensitive data and information to the employee’s personal electronic device. However, the use of [OSMA] on a personal device is an acceptable use of a personal device for work purposes*” (Confidential/Sensitive Data and Information Use Policy, 2018). These types of messages are then reinforced in New Employee Orientation and continue to be emphasized in organizational communications, periodic online compliance training modules, and job design. For instance, each section has two employees that serve as public records officials in addition to their regular job responsibilities. In this role, these employees counsel and advise whether the content of a text, email, or other mode of communication sent/received by an employee via Smartphone is substantive enough to merit possible surrender of the device in the event of a public record request. Sharing an example situation, *Payton*, who also serves as one of the department’s public records official, explained:

It’s basically like, they strongly discourage using personal devices or personal ... emails because if there is ever a public records request that counts. Like, the minute I text... ‘Hey...’ and it deals with, you know, it’s a fixed medium discussing the business of the

[organization], to say, 'Hey [colleague], what are we going to do about this when... ' – we're talking substantively. If there was a public record request, I would have to, like, turn over the phone. Yeah, so I think that's just a way for them to be like, 'Don't use it.'”
– Payton

Although strongly discouraged from using their Smartphone and “*prohibited from saving sensitive data and information to the employee's personal electronic device*”

(Confidential/Sensitive Data and Information Use Policy, 2018), the organization does offer the [OSMA] as an acceptable option for using personal Smartphones for work purposes at a discounted cost incurred by the employee. Employees also had the option of accessing their email and other work information through a secure employee portal accessible on the organization's website; however, those participants in the study without the OSMA reported that using the portal to access email via the Smartphone was often cumbersome and inconvenient. Even so, if access to work email was needed after work hours (i.e., monitoring a task), the participants would login to the portal if they desired to or when necessary.

Organization-imposed boundaries

Representing more than the physical boundaries of the establishment, organization-imposed boundaries encompass the intentional and unintentional limitations an organization places on the amount of latitude and discretion an employee has in performing work activities within the realm of administrative design. In this case, organization-imposed boundaries are the policy effects influencing the employees perceived opportunity to use their Smartphone in performing their job responsibilities whether inside the formal work environment, offsite, or during non-work hours.

This was evident in the way the participants perceived the use of Smartphones in their current job roles depending on whether they had access via the OSMA. *Riley*, who was eligible

for approved overtime, explained, taking work home was not a requirement of the job, but anticipated it might be in the future after becoming more acclimated to the position. Thus, perceived the latitude in performing work tasks using the Smartphone as neutral. However, *Riley* also voiced that it would be nice to have the use of the Smartphone as an option even though the responsibilities associated with the job role did not entail need or high expectations of response during non-work hours unless “*section needs arise*” ([Organization] Job Description, *Paralegal/legal/Assistant 2*, n.d.).

On the other hand, participants exempt from overtime in which their positions “*may require travel; may work varied hours*” ([Organization] Job Description, *Administrative Staff*, n.d.), believed the Smartphone would (Non-OSMA users) or did (OSMA user) increase the amount of latitude and flexibility in performing their job responsibilities. Having similar job roles without access via the OSMA, *Sydney, Payton, and Jaidyn* all indicated that using the Smartphone would provide value and greater flexibility in their job role if suitable applications were provided. *Payton* summed up this sentiment stating:

I think it's valuable, I mean with especially Smartphones, if you have a computer with you at all times, right?...So as far as being efficient and just getting whatever you need now whether you're down the street having lunch or in the office - having access is like very valuable, I think.

Averil, who was the only participant with the OSMA, also noted:

I think it helps me. I mean, we work with a lot of people and so you want to be able to schedule things very quickly. I mean, it's nice that I can be in meetings and have my calendar right here and so when we're trying to schedule like a follow-up that I can just be like, 'Yeah, that works for me.' Instead of being like, 'Well, I'll have to get back to you later on this' or like, 'Give me some dates and then I'll let you know.'

Yet, the desire for access via the OSMA was often juxtaposed with the participants' desire to maintain their control over work interactions/activity during non-work hours (see Vignette Box 4.2).

On the one hand, some participants without the OSMA felt hindered by access constraints, but at the same time, also experienced a sense of relief; reasoning that if they had the OSMA they would be more inclined and/or expected to be responsive to work related activities. In this way, not having the OSMA justified the participants reasoning for *not*

responding or engaging in work-related activity if the situation did not merit it (e.g., an urgent matter); thus, allowing them to detach with work because they wanted to. Whether the policy effect was intentional or unintentional, the option of having the OSMA created an organization-imposed boundary of access. There was little to no expectation that supervisors, clients or colleagues would have an anticipation that the participants would make themselves available during non-work hours; thus, inherently creating a culture of balance between work and non-work hours by an administrative boundary.

Conforming behaviors

In the context of this study, the institution of policy restrictions mandating the purpose and type of work communications and information that can be exchanged via Smartphones was reasonably necessary and generally accepted by employees. However, conformity to these policy restrictions largely rested on the integrity of each employee to willingly comply with the

Box 4.2: Vignette: Organization-imposed boundaries

The Juxtaposition of Organization-Imposed Boundaries

"The [OSMA] is something that some people have. I don't get that..."

"So, I was out of the office and there were times when I wish I could've been checking my email – 'are people getting back to me?'"

"I am the person who is constantly, like, refreshes my email... so I'm sure if I had the [OSMA] I would be checking it a lot more, but since I don't have it..."

"I don't want to say it's frustrating 'cuz it is nice to pretty much most days to home and not have to think about work. Some people do this in law school 24/7, you know?" – Payton

administrative directives of the organization and their perceived latitude to perform within the boundaries of these constraints using their Smartphone.

In this case, the participants were aware of the parameters constituting acceptable use of their Smartphone and the potential consequences associated with using their device incongruously to policy; namely, having to surrender their personally owned Smartphones in the event of a public records request. For this reason, the participants were understandably hesitant and careful when using their devices for work activity, whether they had the OSMA or not, noting:

“I try not to put any work stuff on my phone just because – maybe this is me being fresh out of orientation, like ... the... public records... that is kind of scary.” – Payton

“You know, so much on this is public records so the more I do on my phone the more my phone becomes a public record.” – Jaidyn

“I know a lot of people in our office will take client cellphone numbers and text them instead of, like, emailing and things like that but I feel like that opens you up to a lot more liability that you probably want.” - Sydney

“We don’t really, like, text particular things about cases because you have to keep those records then.” - Averil

Even though exchanges with clients and other colleagues could not be reliably monitored or tracked, the participants’ exercised choice and willingness in conforming to the policy standards put forth by the organization. Albeit, perceiving the risks and repercussions associated with the opportunity to engage with clients and colleagues in material ways via their devices greatly outweighed the benefits.

Work-around behaviors

Using the Smartphone, workarounds stretch the boundaries of policy conformity; from personal integrity, obligation and/or sense of duty to the rationalization and justification of its use in accomplishing a desired objective. Workarounds involve the perceived opportunity to use Smartphones to circumvent an apparent obstacle or technical problem to address a situation. While the workarounds using Smartphones may include potential for negative outcomes, sometimes these workarounds can be simple and/or seemingly harmless. For instance, working around the organization's firewalls, *Riley*, frequently used the Smartphone to look up unfamiliar legal terms associated with the job role because *'it's easier access to just, you know, look that up through Google rather than the org site...'* In the field, *Jaidyn* stated that using the camera feature of the Smartphone to take photos of a case site as *"...one of those times"* when using the device serves a practical purpose; explaining, *"So then I'll send them from my phone to the computer to have them on there... Once it's on there I don't need them on my phone."* *Jaidyn* also explained using the device in other situations when needed:

Say I need to see something that I don't have a hard copy of. I can text so-and-so and say, 'Hey, can you email me this so I can look at it because I think it will be helpful for the meeting.'"

There are also situations which arise in which the participants will use the calendar feature to schedule both personal and professional events; the perception of opportunity to use the Smartphone for this task greater for *Averil* who has the OSMA than those who do not. *Jaidyn* and *Sydney* both use conventional ways (paper-based calendar, memory, notes, etc.), while *Payton*, though hesitant, will use the calendar feature on the Smartphone:

I try not to but if I'm, like - I have big dates, you know, if I'm going to be out of town for this day; I'm gonna be, you know, off in this county for work next week. I'll put that on my phone just so I know."

Despite the organizations best efforts to control the use of personal Smartphones for work-related activities, the high level of individual agency creates an unspoken culture of use among colleagues (i.e., *"a lot of people in our office will take client cellphone numbers and text them"* – Sydney). This was observed by the researcher during a conversation between one of the study participants and a colleague (non-participant) in which they were acknowledging the existential use of Smartphones within the department; yet few of their colleagues were willing to admit/disclose how much and for what purpose they use their devices. This might suggest more individuals, like the study participants, may be using their Smartphone to address and work-around situational issues that occasionally arise during the workday.

Communication norms

Representing a common system of symbols, signs, and behaviors, communication norms through technical means in this work environment involve the socially accepted processes of sharing information via Smartphones. The perceived opportunity to use the Smartphone in this capacity entail the amount of leeway and/or discretionary behavior the participants have in using their device to communicate work-related activities.

Even though contact with colleagues can be made through the office, the participants perceived the opportunity to use their Smartphone as a necessary alternative; particularly in making contact and responding to colleagues when either they or their colleagues were not in the office setting. Yet, they also were inclined to exercise a level of discretionary behavior in using their Smartphone when in certain settings or situations. To varying degrees, each of the

participants kept a list of work contacts programmed into their Smartphone “*just in case*” (Riley) they (or others) may need to make contact.

Depending on their job role, as well as their perceived need/desire to contact and respond to others, the size and composition of each participants’ contact base was different. For instance, Riley stated, “*I am heavily, you know, relied on but at the same time, I think if someone needed to get a hold of me they would know to call because everyone has everyone’s cell*

phone numbers so ... so that’s helpful.” Jaidyn was also observed updating a contact list in a word document and swapping it out with an old list from under a glass pane protecting the office desktop. Then, proceeding to update the contact list in the Smartphone, Jaidyn explained, “*We all have each other’s cell phone numbers - all my counterpart colleagues...*” To illustrate the practical means for doing this, Jaidyn continued by telling the story concerning a recent incident in which a client was trying to make contact but did not have Jaidyn’s office phone number listed in their Smartphone contacts (see Box 4.3). On the other hand, Sydney, who was relatively new and in a similar position to Jaidyn was content to keep the contact list at minimum citing the need to keep work communications separate as much as possible (refer to Self-imposed Boundaries – Sydney).

The participants’ state of being and/or feeling an obligation, sense of duty, and/or professional courtesy also influenced their perceived opportunity to use the Smartphone for replying or anticipating a response to/from another colleague, client, or supervisor. There was

Box 4.3: Vignette: Making contact

Making contact

Yeah, like in those situational ... like it's just nice that you know, people have my number 'cuz in case... There was an instance where the client was off site, but he had my cell phone number in his cell phone so, he was able to call me about a question 'cuz he had a work-related thing coming up while he was out in the field and I was able to immediately help. So that was a recent instance where the mobile - so, since he didn't have my work phone [number] in his cell phone ... yeah, but since he had my cell phone he was able to call me. So, that's just accessibility in that case. – Jaidyn

somewhat of a struggle among most of the participants in determining the boundaries of communication protocols via Smartphones. While Sydney explained that “for the most part everyone around the office has pretty tight boundaries” around responding to messages or emails after normal work hours; Payton also explained “there’s no hiding” from your Smartphone, people know you have it (see Box 4.4). Averil, also wrestling with the dilemma of responding to the supervisor during weekends, shared a recent incident, saying:

Box 4.4: Vignette: No hiding

There is no hiding from your Mobile Smartphone

Like, if I text you, like, come on – you know you have your phone. I mean even if ... if you were to text me about something after hours I just didn’t – I wouldn’t pretend, like, I didn’t see it or just straight up not respond ‘til the next day. I would just be, like, ‘We’ll talk tomorrow.’ Like, I will shut – I will tell you that I’m shutting you down rather than just, like, not responding at all. ‘Cuz, I mean, that’s easy to do. But like, I don’t know... if it’s your boss I don’t know if I can just say – ‘Sorry, we’ll talk tomorrow.’ So, I don’t know... it probably depends on who’s trying to contact me to get me to do things – Payton.

There was an email I actually got from [supervisor] yesterday about something – wasn’t super pressing. It was a Sunday and I sat there thinking, like, ‘Should I respond to her now?’ You know, or ‘Can I, like, just wait until Monday?’ and ultimately decided to wait until today.

These statements highlight how individual values and beliefs involving professional courtesy and assumptions concerning power-associated protocols influence one’s perceived opportunity to use the Smartphone for work-related communications.

The perceived opportunity to use the Smartphone also carried over into how the participants exercised discreet behaviors when using their devices in certain situations and/or settings. Sydney, conscious of the generational stigmas associated with using Smartphones (see motivations: Breaking stereotypes) and one’s own sense of professionalism and courtesy, explained :

I have the ability to respond pretty quickly usually but I just don't always or if I, like, have someone in my office and they're sitting right here for an hour I'm probably not going to be texting that's just kind of how it is.

Jaidyn also stated that even though Smartphones provide necessary accessibility at times, there are certain settings in which using the Smartphone does merit using a level of professional discretion, noting: *"I will send text messages in meetings depending on my role in the meeting. If I'm kinda more the observer and not talking, I will do the 'air quote' polite under-the-table quick message."* For instance, texting a colleague a request for a document that might be helpful for the meeting (refer to *work-around behaviors – Jaidyn*).

In addition, although most of the participants (4/5) tended to display their Mobile Phones on their desks; only one tended to display their device on their desk and during meetings. The other participants tended to leave behind or conceal their Smartphones in these types of settings or while in the presence of a supervisor. Thus, reducing the inclination and/or perception of opportunity to use the Smartphone in the presence of someone they perceived frowned upon its use or during certain situations/settings in which the use of the device was perceived by others to be unprofessional.

Individual work orientation: Job oriented centrality

Being in the early stages of establishing their professional careers (e.g., 5 years or less experience), the participants' viewed their current role as means for transitioning into the field and gaining professional experience. Largely based on their internalized impressions, understandings, and subjective judgment, the participants viewed their job and quality of work as an instrumental activity. Hence, although they believed their job to be intrinsically valuable, important, and desirable, they were more focused toward establishing themselves in a future career as opposed to feeling a 'sense of calling.' With this orientation in mind, the participants

inclination toward using their Smartphone was regulated by their past and present occupational experiences, current job role responsibilities, and individual values and beliefs surrounding work ethics.

Occupational experiences

The knowledge, skills, and schemas that are constructed and developed through the direct contact, interactions, and observations of Smartphones in the workplace that is associated with a person's past and current job role constitutes one's occupational experiences. As early career professionals, much of the participants' previous work experiences was gained while working within different industries during or shortly after college and/or through internships. These past experiences, coupled with explicit and perceived expectations related to their current job role, shaped the participants' orientation and views concerning their use of Smartphones for work related activities.

Highlighting the contrast of Smartphone use in previous job experiences and current job role, *Payton* described a notable difference in the adjustment, stating: *"I think it's just a weird situation because this is really the first job I've ever had where I haven't used my phone as part of my job, so it's like it doesn't exist."* While *Riley* captured a sense of welcome detachment from work that was not experienced in a previous job, mentioning:

I think that's what's important to me now, just to kinda create that work-life balance and I don't really wanna be bringing that home all the time 'cuz I did when I worked at previous jobs and it was – it can really – just overwhelm you.

Sydney shared that while working in a job position at a different public sector agency in which the use of Smartphones was also against policy some people would still use their *"phones to take pictures of scenes or communicate with victims"* while working in the field. Explaining: *"It*

didn't matter how many times you told them, like 'You can't do this.' Because they do it anyways and then inevitably their phones would be taken for public record issues and you just don't have your phone anymore." - Sydney

These previous occupational experiences created a heightened sense of awareness concerning the impact of Smartphone use in the current work environment in ways that shaped the participants' views and orientation toward using their Smartphone for work-related activities. Those with longer lengths of service (*Averil* and *Jaidyn*) or similar previous job experience (*Sydney*) were more accustomed to the culture, parameters, and expectations surrounding the use of the Smartphone, thus were generally more at ease using/not using their devices while operating within these boundaries if work activities warranted it.

Job role

The specific duties, responsibilities and requisite expectations associated with the functional position of the job provides the operational framework for individual job roles within the hierarchal structure of the organization. Being more job oriented, the perceived opportunity or inclination to use the Smartphone for work-related activities was often associated with the level of responsibilities and expectations associated with the participants job role, particularly during non-work hours. Since most of the participants were in similar job roles, they did not feel their job responsibilities alone compelled them to use their Smartphone. Instead, their disposition toward being job oriented, the type of tasks, work expectations, and sense of urgency determined the likelihood of tending to work matters. Even though *Riley* and *Jaidyn* had different job roles, they both explained:

“We don’t have so many things coming up, you know, after normal work hours so... the fact that I can’t view my work email without jumping through a bunch of portals doesn’t impact what I do during the day.” - Jaidyn

“A lot of my emails right now are not really anything that need done urgently...A lot of things can wait until I get back [into the office].” - Riley

The participants’ job orientation emphasized the notable differences in their perceived need to use of their Smartphones in comparison to others holding positions with greater responsibility (e.g., supervisors, managers, directors, etc.) and/or in job roles that specifically required the use of Smartphones. Associating the difference in use of Smartphones with the job responsibilities of supervisors and upper management, both *Jaidyn* and *Sydney* stated:

“I’m not in the chain of command so, you know, I don’t need a lot of the immediate response...” – Jaidyn

“A lot of times I’m not lead. So, even if something comes in I’m not the one that would be responding to it. My co-council will take it.” - Sydney

Riley, also associated the increase and necessity to use the Smartphone with higher level job roles and or responsibilities noting, *“All the agents and investigators have their own laptops and uh... own phones and stuff but that’s – yeah, that’s because they’re more traveling and I’m not so - I’m stationary here.”*

There was also an expectation; particularly among the participants new to the organization, that as they became more acclimated and/or advanced in their job roles the use of their Smartphone would naturally increase based on the presumption of expanding job responsibilities. For instance, *Payton* expressed an anticipation in using the device associated with beginning to work more in the field, adding, *“I feel like using my phone will probably increase as I get more and more established here, you know?”* While *Riley*, stated, *“My role*

right now doesn't really require me to take my work home so...as of yet, but I'm sure, you know, as I move up it will." Noting the responsibility of assisting colleagues, *Riley* also voiced anticipating more interactions with them via the Smartphone as they became more acquainted and the level of comfort between them increased.

Motivational orientation: Motivating states

Motivating states formed by a person's cognitive, affective, and behavioral states stimulate one's course of action. For instance, underlying individual motivational orientation is the principle that hard work is intrinsically virtuous or worthy of reward. Thus, becoming the impetus that guides one's behaviors (effort) and/or integrity (thinking) towards their work activities and the expectations (affective) resulting from those efforts. In this study, the participants' sense of *work ethic* and level of *affiliative motivation* created conditions spurring their willingness and inclination to use their Smartphones in the work setting.

Work ethic

An individual motivating state, work ethic concerning the use of Smartphones in the work environment was associated with the meaning the participants' attached to their work based on their background, values, and views on professional etiquette in its use in the workplace.

Jaidyn commented:

You know, people would stare at their phones all the time - it kind of falls back on the individual. I feel like I'm pretty – I was raised by marines, so I feel like, you know, you have the 'you are at work; you do work kind of thing.'"

Each of the participants frequently discussed the characteristics and virtues associated with work ethic (i.e., importance of quality work, professional reputation, advocacy, etc.) and were

observed demonstrating high levels of diligence concerning the use of their Smartphone in performing their job responsibilities (i.e., following professional protocols, compliance).

While the participants valued their devices for communications and connectivity, they also expressed that Smartphones have potential drawbacks in being able to work efficiently:

“It’s like a tool so it can, you know, help get work done but at the same time, it connects you to every distracted thing” – Jaidyn.

Choosing to refrain from using the Smartphone for incidental or entertainment purposes, *Payton* also noted, *“I don’t even like to use the computer for, like looking at the news – like, I am very – strictly work.”* *Jaidyn* also explicitly voiced disapproval in the indiscretions of others and their misuse of Smartphones in ways that potentially impacted work performance.

It’s a work device not a play device... I feel in some ways, when I have to work with other people and somebody else is more, you know, attached to their phone or easily distracted, it hinders me because it’s getting half the help because they’re spending half their time doing something else. It’s like herding cats. – Jaidyn

The participants’ personal values and beliefs shaped their sense of work ethic creating conditions of what was perceived (or judged) to be the acceptable and proper use of Smartphones in the work environment. In this way, creating conditions that shaped their motivational orientation in using these devices for work activities, but also for purposes other than work while at work.

Affiliative motivation

Concerning the use of the Smartphone, affiliative motivation is the subjective arousal and inclination to seek, welcome, and respond to socially oriented digital cues: email, SMS, notifications, social media etc. These digital cues create conditions stimulating a person’s interest but they can also occur whether digital cues are present to draw one’s attention or not based individual proclivity and need for interaction (e.g., habitually reaching to check the

device). Describing this tendency *Averil* mentioned, that especially during downtimes there was a natural inclination to “*look at it at least like a few times over the course of the day....I think it's kind of, like, instinctual to just pick it up and see what's on there.*”

To varying degrees, the participants each felt compelled to check their device to know, see, respond to what may be happening within their social network of family, friends, and colleagues. Although the degree of affiliative motivation associated with the use of the Smartphone may vary among individuals, the participants were often observed checking their Smartphone multiple times throughout the workday; often before and/or after returning from breaks, lunchtime, meetings, randomly while working at their desks, or at the end of the workday. There was a natural inclination, or as *Averil* suggested an instinctive need, among the participants to pick up the device, glance at it, and then place it back down even when a notification was not received; but they also welcomed the indication of a message enough to stop what they were doing. Describing this behavior, *Payton* and *Averil* both stated:

Okay, so like my screen is up right now so every time I get a text message I'll see the screen light up and so if I'm, you know working or looking through files or whatever and I see that my phone lights up – ‘Okay, let me see what's up.’ - Payton

So, I'm kind of like one of those people when you have, like, the notifications – I can't, like, let those go off too long... I have to have a clear screen so if something buzzes then I'll check it. - Averil

Being aware of the draw and tendency to frequently check the Smartphone, *Sydney* expressed the desire to curtail this inclination, hence choosing to forgo the OSMA knowing that it would reinforce these behaviors:

When I was in college I could get emails on my phone...I was always looking up to see what was happening and, like, it intrudes on your private time. Now, like, I have to go

out of my way to access what's going on at work if I'm not here and I like that and that's why I don't think I will probably be requesting the [OSMA] any time soon. - Sydney

Based on past experiences and self-awareness, *Sydney* chose to use external measures to help regulate the amount of stimulus/reaction experienced via the device, thereby creating conditions that lessened the degree of affiliative motivation driving the need to interact and/or engage with work-related activities.

JOB CRAFTING PRACTICES USING SMARTPHONES

The third category represented in the Job crafting framework (Wrzesniewski & Dutton, 2001) are the job crafting practices associated with altering the tasks, cognitive schemas, and relational boundaries of one's the job role. Berg, Wrzesniewski, et al. (2010) remind us that each task boundary depicted in the framework is not mutually exclusive, instead one may bring about the other or work in tandem with one another. Unlike the first category in which individual motivations were explored as '*why*' the study participants were likely to use their devices during their workday; this category was explored as to '*how*' these devices were used to alter the boundaries outlined in the framework. From this perspective, the following three core themes: *Task Management*, *Cognition-oriented Activities*, and *Social Connectedness*, highlight the ways the participants used their devices to alter the nature and scope of their job responsibilities.

Task boundaries: Task management

Overseeing a task from start to finish, task management, entails the organization and completion of tasks that may be simple or complex in nature: repetitive everyday work activities (routines), incidental duties (random work), situational undertakings (decision making/problem-solving) and/or single project-oriented tasks (special assignments). Despite the heavy regulations concerning the use of the Smartphone for work activities, the participants still

managed to use their devices to alter, *information and communication tasks, monitoring tasks,* and tended to the *urgency of tasks.*

Information and communication tasks

While information and communication technologies were common in this workplace setting, this study focused on the use of Smartphones for the regular, every day work-related shared information and communication tasks. These tasks being practical in nature, were often a part of ordinary work life with little complexity. They entailed activities such as how the participants made contact, informed others of their status, coordinated plans, and the situational acts of seeking information for learning and/or orienting themselves to new places using their devices. Informing one's status using the Smartphone was a common practice cited among the participants to notify a colleague/supervisor that they were "*running late...maybe someone had to cancel...*" (Riley), to check-in to the office or contact clients, and to coordinate and/or finalize plans when "*traveling together – we're on a case, we're out of the office...*" (Payton).

I think it's helped a few times like when I'm supposed to be meeting my co-counsel at court and being able to text them or like, send them a message just to let them know where we are which is helpful. That's really how I mainly use it. – Sydney

Usually if we have to go somewhere, like if we're going to drive to [city] and we're going to, like, leave the office at like, 8am or something, usually we exchange numbers so that way if like, somebody's running late or somebody doesn't know where they're going you can be like, 'Hey, where are you?' So, we'll do that kind of stuff. - Averil

"We might finalize our rendezvous plans at - you know, the night before so I'll send, 'Okay, I will meet you at this parking lot at X time. So that kinda ... stuff.'" – Jaidyn

Whether the participants had the OSMA or just needed to plan for big deadlines they used their Smartphone to schedule meetings and keep organized (Averil, Payton) and, as highlighted in

previous discussion, to discreetly share documents, information, and/or take photos of case sites when warranted (*Jaidyn*). Also, the participants frequently used their device for learning when encountering something unfamiliar related to a work task, skill, or work-related knowledge:

“You don’t always have to rely on someone to ‘Hey what does this word mean?’ You’re able to use your Smartphone instead of always seeking help.” – Riley

And orienting themselves to new places, incidents and situations that may arise during the workday:

So, if you have questions, if something comes up you need to know, directions for a place, like, look this up or like, contacting this person it’s really easy to do that.” – Payton

These incidents are common examples of the usefulness and practicality of the Smartphone for managing the daily tasks and transactions necessary for accomplishing work-related responsibilities. Highlighting changes in the nature and flow of work information and communication tasks when performed rather than altering the number of tasks performed.

Monitoring tasks

While some tasks can be routine or completed quickly, tasks that are more complex, significant or of greater importance may demand more attention during their lifecycle depending on the pieces of the process, the systems, and people involved. These types of tasks often require monitoring over time to ensure the process and quality of a work-related activity, project, assignment, or situation progresses in a timely and efficient manner. In this study, the participants used their Smartphone while offsite, and/or after work hours to check pending issues, status, or to confirm task completion. *Payton* explained,

Again, this is only coming up when I’m not in the office because I’ll just use my computer, if I have, you know, something pending with the court or I’ve filed something I

want to see if it's up on the docket yet, or a decision's pending, like It's gonna come out soon – I can quickly, like access the court's docket and see whether or not it's been filed or making sure that email went through so they got it. – Payton

Sydney, Payton, Jaidyn, and Averil also confessed to monitoring tasks frequently to ensure things were progressing smoothly when a situation merited attention. Averil explained:

If I'm trying to monitor a case or I know the client is looking for a quick response from me on something then I'll, like, watch it very closely and then check it every time there's like a notification that pops up. - Averil

In some instances, when being asked to monitor cases for others taking scheduled time off, the participants will use their Smartphone to provide them status updates. Averil reported:

So, I was like supposed to be monitoring a case and then when we got a decision, like text her to let her know so she wouldn't – so she could actually avoid checking her email while she was on vacation. - Averil

In these situations, the Smartphone is used as a conduit to send information and status updates to others involved in the process who may not have ready access to monitor their own work activity. Hence, altering how and when the participants can monitor and ensure the completion of their tasks.

Urgent tasks

Although some complex tasks require monitoring, there are situations that arise at times in which some tasks become more pressing or evolve to the point of urgency. Urgent tasks are a fact or condition concerning a work task that is perceived, regarded, or treated as needing immediate attention and/or takes precedent over other work tasks. In these situations, the participants used their Smartphone *when something big is coming up and I'm pretty much working from home*” (Payton). Or as, Averil mentioned:

If I'm outside work hours and there's nothing really pending, like I might check the notifications just because I'm checking all my other notifications from all my other apps – it's just part of it. But mainly, I think it's the most helpful when you're kind of just – you're waiting on something pressing and, you know, you might be outside of work at that time. – Averil

When outside the office, Jaidyn too described using the Smartphone “*if there is a situation where things are actually moving*” or to circumvent the office phone system to reach someone quickly, stating, “*Usually I'll try to call the secretaries and get through the network phones, but if it's – if I need to get somebody immediately and I know they're offsite.*” Thereby, altering how urgent tasks were addressed and resolved through the support of Smartphones.

Cognitive boundaries: Cognition-oriented activities

Defined as the conscious intellectual, emotional, and/or functionally directed mental processes, cognition-oriented activities involve the way we experience the environment, make sense of, and come to know the world around us. In this study, cognition-oriented activities captured how the participants used their Smartphone to change or re-frame their job and the nature of their tasks to ready themselves mentally for work, recharge, and/or to make tasks more interesting. The following discussion highlights how the participants used their devices for cognition-oriented activities associated with their *work preparation routines, task engagement, and taking brief mental breaks.*

Preparation routines

Defined as the customary, typical, or usual patterns of activities a person engages in to prepare their state of mind or readiness to engage in work related activities, the participants used their Smartphone during their morning routines, while in transit to work, or before starting complex work tasks in ways to mentally prepare themselves for their workday and tasks. As part

of a morning routine, *Averil* described using the Smartphone to “listen to Podcasts... pretty regularly” explaining “It’s the first thing I do in the morning... I’ll turn on a Podcast while I get ready.” *Averil* also noted:

I use my calendar App, like, a lot. It’s like the first thing that I check. I check it before I go to bed and then I re-check it in the morning just to make sure that I know what is going on. I mean, I calendar everything as soon as I get it... I get all the details on the calendar so that I know. – Averil

While arriving to the workplace at the same time, *Payton* was observed approaching the building lobby wearing earbuds. Upon further inquiry, *Payton* stated listening to podcasts on the way into work and while getting situated into the workday was a normal routine: *I’m really into Podcasts. Like, that’s... my headphones are right there. That’s usually, like, my first half hour of work – finishing whatever I was listening too (Payton).* Similarly, *Averil* shared that Podcasts were the preferred way to access news and stay informed, stating:

The two Podcasts I listen to every single morning were The Daily and Up First. So, I always felt like when I listened to those I got, like, a pretty good idea of, like, what’s going on in the world and then maybe would, like, supplement with just scrolling through the news feed. It’s pretty rare that I’m like looking for a particular news story or like, following a particular thing very closely. - Averil

Podcasts along with daily news applications were typically the social media of choice for these types of preparation activities, largely based on the individual participants’ interests.

Task engagement

Rather than the broader view of employee engagement or work engagement, task engagement involves the varying states of mental focus, or cognitive processes, that draw a person’s attention, interest, and concentration to a task or work activity. Not to be confused with

the affective states associated with task urgency, task engagement concerns the differing degrees of attentiveness devoted to a task on a continuum of simple to complex intensity. The more complex or intense a task; the more mental concentration and focus it requires for completion. On the opposite end of the spectrum, some tasks of low complexity or intensity, such as repetitive tasks perceived to be tedious or monotonous, often require less focus and concentration while performing the task.

While the number and complexity of tasks may vary according to a person's job role and that of another, people adjust to these fluctuations by altering their working environment in different ways according to their perceived needs for performance (i.e., minimizing distractions, mood enhancements, etc.). These varying levels of task engagement were manifested in the ways the participants adapted the use of their Smartphone to alter tasks with little complexity; creating their own conditions for stimulating their attention and focus by simultaneously using their device to ameliorate their working conditions.

Riley was observed using earbuds while at the desk computer working on a spreadsheet; one earbud was placed in the right ear while the other dangled loose. Inquiring as to why the earbuds were being used in this manner, *Ryley* described performing work tasks while listening to music as getting *"in the zone,"* stating, *"I'll put, like, one earbud in and the other one is left open, so I can hear, like, if anyone needs something."* This was often the case when *Riley* needed to perform tasks that were tedious in nature, monotonous, and repetitive, explaining: *"It kind of gets me in the zone, especially if I have a data entry project – a lot of copying and pasting..."* (*Ryley*). *Ryley* accessed music via YouTube to make a song selection, scrolling through songs every few minutes before making another selection; not watching the videos, but listening to music while continuing the task at hand. In this way, *Ryley* made the task more

appealing while also perceiving it increased productivity, stating: *“It’s just something that passes the time and doesn’t let me think about what I’m doing and then I feel like I go faster.”*

While scrolling through a document on the desktop computer, *Sydney* was also observed listening to music while tapping feet to the beat of the song playing on the Smartphone. On a separate occasion, as a cyber-security compliance video training played out on the desktop computer screen (sound off), *Sydney* was observed, texting intermittently and glancing through the Reddit App to look up projects on the Smartphone, confessing the lack of interest in training due to its frequency and procrastinating on writing a paper. In addition, while sorting through file boxes, *Sydney* also stopped long enough to pick up the Smartphone and turn on a Podcast; listening to the program while continuing to go through the boxes of files.

On the contrary, when tasks were more intensive or complex, the participants’ use of their Smartphone diminished or was ignored altogether:

If I’m doing, like housekeeping items in here, you know, like I’m organizing or kind of like – like, something where I don’t have to think too hard or like I’m going through emails or filing them or something; then I might turn on music – typically I’ll turn on a Podcast just because I have so many in my queue... but if I’m writing then I – I don’t put music on ‘cuz I just I can’t think and listen to music. – Averil

Likewise, *Sydney* expressed that while not good at listening to music/Podcasts on the Smartphone when doing complicated tasks, it helped focus on tasks that were mindless or boring to get through them. Similarly, *Ryley*, mentioned:

If I had to think then it might be a different story. I wouldn’t be, you know, listening to music at that point. I would kinda more just concentrate with nothing on – with just silence, ‘cuz when I’m thinking I have to have my full concentration... I can concentrate when I’m, like, reading something, but when I’m just like sitting there typing back and forth, I tend to lose focus on more tedious work. - Ryley

On different occasions, *Payton* too was observed heavily involved in a complex task; rarely picking up the Smartphone; and, *Jaidyn*, engrossed in a work assignment, also explained that full attention was needed on the task, thus did not use the Smartphone during the observation session.

Mental breaks

Regardless of task complexity or intensity, there are times when a person may need to take a mental break from a task. Like a taking a physical break, using the Smartphone to take a mental break involves interrupting a work activity or occupation with a task for a brief period or instance to relax, refresh, and/or cease to engage in a monotonous, strenuous, or stressful mental activity. This may occur during times of mental restlessness or boredom and during tasks demanding long periods of mental endurance. For instance, while waiting for a client, *Jaidyn* used the Smartphone to fill gaps of time or periods of downtime explaining, “*Yeah, to kill the time... so I’ll do that... you know, if no one’s around you can. So, I’ll do that.*”

On other occasions, the participants used their Smartphone as an exchange of spaces by changing from the computer screen and the task at hand to the Smartphone; taking a mental break from what they had been doing for a long period of time to briefly engage in something enjoyable or interesting. Changing digital spaces in this way, *Riley, Payton, and Averil* explained,:

It’s kind of like, you know, you’re at the computer for so long but then you go to your phone which is kind of crazy because it’s still a screen, but everyone does it – it’s kind of like a ‘refresh’... It could last like 5 minutes or maybe 10 but really no more than that – just kinda gives me a break. – Riley

It’s typically my – when I am taking those little, like couple minute breaks or even just a 30 second – like, I just need to look at my phone... Yeah, I’ll hop on Facebook or like, if I see that I have a few messages I’ll respond to them. - Payton

If it's a hard assignment or even if it's, like, a mindless assignment but it's not like too – whatever the deadline is it's not too pressing, I'll like pick my phone up every once in a while just to kind of like take a mental break from thinking about whatever's on my screen. - Averil

Pointing to a document displayed on the desktop computer screen, *Jaidyn* also described that after working steadily on a section for some time it was natural to take a pause before continuing to a new section. During these instances, *Jaidyn* often defaulted to visiting different social media sites, explaining:

I go to the BBC to read about the news. I go to ESPN to read about sports. I am on various legal blogs and I'll sometimes read some nerd too... it's mostly your borderline absent-minded activity... If you need a, you know, mental break, so you wanna look at something of that sort.

These behaviors were common among each of the participants whether they were observed experiencing downtime or while working on an assignment over a long period time on the desktop computer.

Relational boundaries: Social connectedness

Supported by the Smartphone, the concept of social connectedness involves the psychological aspects of being connected with others in a way that reinforces their sense of belonging within social communities. From this lens, Smartphones are a mechanism for making and maintaining social connections, but *why* and *how* may be different based on the nature, strength and/or quality of the relationship. For instance, the concept of relatedness may be a strong motivator to use the Smartphone to make a connection with people we care about frequently – it is by nature, a more intimate relationship, while Social Connectedness focuses more on how a person uses their device to purposefully shape the scope, nature, and frequency of

interaction with their affiliations (e.g., social ties). In this study, the participants used their Smartphone to interact with affiliates through regular *group communications*, filtering others through an individual *hierarchy of response*, and for *maintaining meaningful professional connections* having mutual social interests.

Group communications

Within the social sphere of one's collective community, group communications refer to the (in)formal interactive exchanges between members of a small group of individuals using Smartphones. Using group messaging applications (e.g., GroupMe) to participate in group discussions with members of their social circle, these periodic exchanges provided the participants with a sense of inclusion and belonging in a community, to varying degrees, based on the social needs and characteristics of the participant.

Making connections with colleagues early on, the participants in this case established working relationships and friendships by creating group chats during their New Employee Orientation experience. *Payton* and *Sydney* explained:

The way the office works, they hire, like a class of new graduates every year, so I was a part of that class. So, we – you know, we have like a GroupMe messaging so we'll, like, talk and stuff and do happy hours and hang out outside the office. – Payton

I'm in a group chat with both my friends from law school and I have another one with, like, everyone who came in our new hire class... at the same time, so we have like, a GroupMe 'cuz there is like 12 of us. – Sydney

Even though hired for different departments and locations in the agency, the opportunity to communicate via group messaging fostered a sense of community among the group members. *Payton* noted, “*I mean, our primary mode of communication is, you know, GroupMe – it's what's blowing up on my phone right now.*” *Sydney* also stated using group messaging

applications as a key channel for staying in touch: *“GroupMe and then SnapChat I’ll use. That’s like my one vice – like, my social media and it’s probably because it has group things on – in both of them. That’s how I talk to all those people”* (Sydney).

The composition, size, and bond between members of a group can also change over time (e.g., colleagues-acquaintance vs. colleague-friends, friends, family). *Averil* having felt the same group camaraderie as a new hire that *Sydney and Payton* have experienced explained:

We used to, you know, when everyone was closer – um, before people kinda started grouping off into smaller groups, like, we used to have like a group chat via text message, but you know, that kind of died off... - Averil

Depending on member affiliations and the strength of their experiential, intellectual, or emotional bonds, the depth and meaning of group message topics also varied. Common discussions within larger affiliated groups (colleague-acquaintance) tended to center around planning for social engagements (i.e., getting together after work). Noting a sense of satisfaction in belonging to multiple groups, *Sydney* stated:

I like all these group messages that I’m in. They help me keep in touch and it’s nice that like - like, I go to different people for different things. Like, I could text my group of law school friends like look what happened today at work... or my friend, [name], who works down at [a specific] court... We text about things... happening in our workdays. - Sydney

Aside from more intimate family group messages, smaller groups (colleague-friend) such as *Sydney* described, often had closer friendship ties among the members. *Averil* described a sense of trust and emotional support in GroupMe interactions with two colleagues who were also good friends: *“We have a group text so sometimes if there’s like – like we’re complaining about something we’ll, like text each other, but – so I guess, it’s helpful for venting and like,*

scheduling.” Using the Smartphone in this way fostered a sense of emotional safety and belonging by sharing challenging (and positive) work experiences via group messaging channels.

Maintaining meaningful professional connections

Regularly engaging in subjective, significant, and mutually satisfying conversation while interacting socially with others, maintaining meaningful professional connections is the degree of effort one makes to continue and/or persevere in keeping a state of mutual or reciprocal social interest. Maintaining these professional connections via Smartphones is a personal endeavor toward establishing quality friendships, companionships, or a sense of professional bonding with another person through regular, periodic contact. A person’s professional sphere of contacts may be comprised of current colleagues, other professionals in the same or similar industries, and connections made in previous work experiences or college.

In this study, the participants expanded their relational boundaries by using their Smartphone to sustain working relationships within their professional sphere of contacts inside and outside their respective organization and/or departments. After forming new professional work relationships over several weeks as part of a New Employee Orientation cohort, people in these groups generally embarked on their own professional journey to their own respective departments within the agency. *Payton* described that all but one colleague in their cohort was hired for different departments “...everyone else is spread out, but – so I keep in touch with them that way,” explaining the use of the Smartphone to maintain contact. As in the case of many organizations, the natural attrition that occurs as people leave employment also creates distance between professional colleagues. When this occurs, the participants used their Smartphone to maintain connections from previous jobs or with those having left the organization. *Averil* shared:

There's an attorney who used to be here who is now at [a different agency]. We have gotten lunch, like, a few times and sometimes I'll just text him something, like, funny. So, yeah, there's like some – yeah, I try to keep in touch, I think, with some people.

Sydney also discussed texting law school friends and a friend at a previous job; sharing experiences that happen during their workdays on a regular basis.

Professional connections may or may not exist on the participants' personal social platforms (e.g., Facebook, Instagram, Twitter, LinkedIn, etc.), but if they do exist, it is not an indication of the value or quality of the relationship. Most of the participants in the study use these platforms to varying degrees, however, place little emphasis on using them for maintaining meaningful relationships. Both *Averil* and *Payton* commented that although they have different social media accounts they rarely use them and *Sydney*, being skeptical and concerned about privacy on social networks, also shared:

I've never had social media so I'm not, I would say, nearly as connected as maybe some other people. I'm getting, like, better as I get older and keeping in touch with people is a little more difficult without it but it's nothing I use a lot."

Likewise, *Jaidyn* discussed the juxtaposition between being connected and having a connection (e.g., meaningful relationship) with someone; preferring not to use social media as a channel to connect with others, expressing:

I feel like if social media via your phone, be it Twitter, Facebook, Instagram – whichever poison you pick – in some ways you learn more about people; in some ways it's like, I actually don't want to be that connected with that person... I'm more connected because I know things about them I never would have known but that's making me want to be less connected simultaneously.

However, the participants would use other media platforms, such as Podcasts, ESPN, etc., to stay informed and to stimulate conversations of mutual interests with others:

As far as listening to Podcasts, I think it's always nice – you don't really know what to talk to somebody about or you hear like a good conversation or you hear like a really good story you're excited about that I can share it with somebody else – like my friend and I, we actually did that today. – Averil

In terms of colleagues, it's just the ones that I have more shared interests with so it's like, you know, if it's – if I know they're a fan of a similar sports team I'll, like, 'Oh, I just saw this about so and so...' they would appreciate the article so, like, I'll read an excerpt to them or show it to 'em kinda thing. – Jaidyn

Even though the participants use social media platforms in a variety of ways and to different extents, they primarily favored making personal contact using the Smartphone to call or send text messages; preferring this mode of staying in touch and connected. Stressing the importance of making meaningful contact *Averil* discussed the value of calling over texting for more expressive, meaningful contact:

I mean, it's kind of hard if you, like, wanna, like, talk in depth about something too - like, get it all through text. That is like my primary mode of communication – at least with friends – family I call. I guess you kinda feel like – you might feel a little less connected if you're doing it via text versus, like, calling 'cuz you're just not able to get that interaction, like, real-time and hear the inflection in someone's voice and you're, like, not even sure what you mean by text message. - Averil

Although not opposed to text messages, *Jaidyn* perceived a phone call as a more personal, meaningful mode of communication, explaining::

Some people when the phone rings it's like, 'What's it doing?' Like, 'Why wouldn't someone just text me?' So, your kind of, like, the perceived oddity if using the phone as a phone. I feel in some ways it disconnects us, you know, but it's meant to connect. – Jaidyn

Noting the different layers associated with the perception of what constitutes meaningful conversation using the mobile Smartphone to call vs. texting, *Sydney* also noted:

If I'm having like, relationship things that I would like to talk about I'll call my friend or like, if I want to talk about the next gathering of all of us, I'll like send a message to the group chat or if, like, this morning the newer guy that we just added to our group asked if anyone wanted to go get drinks on the patio of a bar nearby this week, so I'll message him back and tell him we're interested. – Sydney

Expanding their relational boundaries, the participants used their Smartphone to maintain their professional relationships via regular, meaningful interactions whether reaching out to make plans for social gatherings using group messaging, short interactions via text, or deep personal conversations by phone call.

Hierarchy of response

The degree of interest, effort, and action given by a person in responding to others, the hierarchy of response is based on one's individual classification of the value (e.g., degree of emotional tie, preference, significance, etc.) of the relationship when choosing to respond to others in a timely manner or postponing a reply. Using Smartphones, these relational boundaries fluctuate depending on the perceived hierarchical status of who is initiating the contact, the significance of relational importance, and/or degree of importance or interest in the message being received.

Over the course of this study, the participants voiced filtering their responses regularly depending on the significance of the relational value they ascribed to those initiating contact and/or the importance in the content of the message. As *Jaidyn* explained, “*If it's somebody I know and they kind of, like, meet my hierarchy of who I respond to immediately and who I can divert...*” a response was either merited, delayed, or ignored. Positioning those with a higher relational value (e.g., family, supervisors, friends) at the forefront of response, *Sydney* and *Jaidyn* pointed out that those at the top of the hierarchy were naturally given top priority. The

mode of contact itself also indicating the degree of importance attached to a message (e.g., call vs. text); meriting the timeliness of response needed based on the participants' expected 'normal' communication method associated with a person:

If my wife or my parents call me during work hours it's usually – they, you know, they're all professionals, so they respect that, so it's usually – there's a reason they're calling me and not just sending me a text message that I can respond to whenever – so they fall high on the hierarchy. If somebody from work or the client is calling me then I'll respond immediately...” - Jaidyn

Like a lot of time my friends from law school will send links to things they find funny. Like, I'll just wait on those things until the end of the day and jump in sporadically, but if it's like my Mom or Dad – I'll probably respond to that pretty quick. – Sydney.

Other participants in the study also implicitly or explicitly demonstrated indications of hierarchical of response; more priority given to relationships of higher-order and personal significance than those involving less social risk or inconsequential (see Vignette Box 4.5).

Prioritizing and filtering the types of messages received, the participants were observed on numerous occasions checking their devices and either responding quickly or

delaying their response. *Jaidyn*, for example, received a call on the Smartphone but did not recognize the number, hence let the call go to voicemail and then listened to the recorded message immediately after. Since it was a call from a charity requesting a donation, *Jaidyn* slipped the phone back into a pocket, stating that responding, “...depends what the caller ID tells

Box 4.5: Vignette: Hierarchical response

Indications of hierarchical response

Sometimes we'll get these, like periodic notices to do, like, some online computer training... – maybe an event – and they want a confirmation. Like, if the deadline to do those things is kind of - like, far off and I see that notification on my phone, like, I'm not going to do it right then and there; but if it's like someone asking me a question about a case or a client, you know, needing something or like [supervisor] asking me question ... then like, I will respond to those right away. If its case related – like client, supervisors, co-council – I will respond to them. I 'll even respond, honestly, if it's someone who just wants help. - Averil

me. If it's a number I don't know then it's usually – then they can leave a message – that's how I inspect who it is.” Glancing at the Smartphone, Sydney also filtered messages explaining:

So, it normally just sits there and then if, like, it's blinking - like it is now, I'll check it occasionally and see what it is but – I usually just swipe the notification and deal depending on what it is.”

Likewise, after returning from lunch one day, Payton returned texts from family and friends but later, after a meeting, Payton was observed checking messages and did not respond. At the end of the day, Payton again checked the device and responded to text messages for several minutes. Noting the difference of importance between types of messages received and the inclination to respond, Payton explained, *“If it's just, like a Facebook notification I don't care, but if somebody's texting me I'll look at it, see what it is, and then respond.”*

CHANGES TO THE JOB DESIGN & SOCIAL ENVIRONMENT USING SMARTPHONES

Specific effects noted by Wrzesniewski and Dutton (2001) relate to the changes a person makes within the scope of their formal job design and their social environment at work. Threaded throughout each component of the job crafting framework, there are direct and indirect aspects influencing how the participants relate to their work and their social environment at work via Smartphones. Direct aspects being the participants' explicit contact and purposeful interactions using Smartphones, while indirect aspects entail the influences of Smartphones on their work activities and/or social experiences in which they may have limited input or control (e.g., Listening to a Podcast to inform or learn while performing a work task).

The ensuing discussion aggregates the results of the first three categories of the framework into a final summation of two core themes related to job-oriented and social changes using Smartphones. Changes in job design by *crafting the experience of engagement* and

changes in the social environment at work by *crafting meaningful professional networks* highlight the distinct role of Smartphones in the individual motivations, orientations, and behaviors that culminate into subtle changes in the way people relate to the work they do and connect socially. The following first focuses primarily on the *task* and *cognitive crafting practices* that create subtle, informal job-oriented changes; then turns to explore how *relational crafting practices* alters social-oriented activities among the participants professional communities in the subsequent section. For the purposes of clarity and alignment to the job crafting framework, these two core themes though discussed separately are viewed with an understanding that they are mutually inclusive and not independent of one another.

Job-oriented changes using Smartphones: Crafting the experience of engagement

Leveraging Smartphone connectivity to support, plan, or execute activities with skill, care, or ingenuity, crafting the experience of engagement refers to the personal encounters, observations, and conscious effort to participate in activities that are interpreted and perceived to be mutually satisfying to one's personal and professional needs. To this end, all the participants were adroit at using their Smartphone; utilizing the capability and functionality of their device as they saw fit to attend to and accomplish a variety of objectives they perceived were important to them. In doing so, the participants made subtle job-oriented changes in how they managed and performed common and time-sensitive tasks; in their preparation for work routines; and as a coping mechanism for low complexity and/or cognitively heavy tasks (e.g., mundane, tedious tasks and/or intellectually challenging or difficult tasks). Thus, shaping the way the participants related to, experienced, and engaged with their work when using their devices.

Using a series of individual quotes aggregated from the data and assembled into interpretive prose, the following vignette (Box 4.6) illustrates the representation of

commonalities among the participants' voiced perceptions and experiences using Smartphones in their job role. The purpose of this endeavor was to gain a deeper insight into the connections concerning the role of Smartphones in the participants' motivations, opportunity, orientations, job tasks and cognitive crafting practices by providing a holistic view into how they experience engagement in the preparation of and their daily work habits using their devices.

Following the vignette, Table 4.2 narrows these dynamics in greater detail using several excerpts from the vignette highlighting an example specifically related to the motivation for a positive self-image, external influences, orientations, and crafting practices contributing to the participants' experience of engagement in the behavioral and cognitive domains. Thus, reinforcing the participants perceived contribution by going above and beyond the normal expectations and responsibilities associated with their job design. While this is only one example linking the use of Smartphones among the different constructs of the job crafting framework, similar connections, and dynamics likely prompt and/or occur simultaneously; thus, affecting the extent to which the participants relate to and experience meaningful work and purpose in what they do.

Box 4.6: Vignette: Crafting the experience of engagement.

An interpretation of the motivations, regulating influences, and task and cognitive crafting practices shaping job design by crafting the experience of engagement

My mobile smartphone

Managing two different worlds; intertwined

I am in control of my circumstances

Awareness, knowing, coping

Making "sure I haven't missed anything"

"Knowing what to expect"

So, nothing "blows up at the last second"

That "I'm going to have to deal with"

Dependence, reliance, my safeguard

It's a lifeline

"I wouldn't say I am addicted but I think it's definitely, like, a necessity"

"I do...pretty much everything on it"

"The one thing... I would definitely grab"

"'Cuz it's my way of being"

Of putting "my life back together"

"It's a necessity for sure"

"My only source of communication with the outside world"

"It's your connection to the outside world"

I set the boundaries

Between my work and personal life

"It helps to have a self-imposed boundary"

Creating "that wall"

Trying "to keep somewhat segregated"

As a professional

"I don't want to look like I am just another millennial who's glued to their phone"

I learned that "in law school"

"it's really important to be responsive"

"I try to stick [to the] rule"

It "looks good that you're going the extra mile"

"Staying on top of your work"

"Even when you're on vacation"

It's okay to bring your own device to work

If you follow policy

"Use of [OSMA] on a personal device... Is acceptable... for work purposes"

Only, the "App is something that some people have.

I don't get that..."

Like, when I need to get "someone an answer...very quickly"

Or to "plan ahead"

"They strongly discourage using personal devices"

So "we don't do a whole lot of, like, substantive work over text" or "email"

"I think it's just weird"

"Where I haven't used my phone as part of my job..."

"Like it doesn't exist"

But "it doesn't impact what I do during the day"

"I'm not in the chain of command"

I am self-motivated

My values, my beliefs

Set the standards for how I work

"It can, you know, help you get work done..."

"At the same time, it connects you to every distracted thing"

"It kind of falls back on the individual"

"I was raised by Marines..."

"You're at work: You do work kind of thing"

"I am very – strictly work"

But I still "look at it..."

It's "instinctual to just pick it up

and see what's on there"

It's helpful for managing tasks

Exchanging information, monitoring things

Tending to urgent matters

"Finalizing our rendezvous plans"

"Watching things closely"

"When something big is coming up"

Helping me mentally prepare for my day

Stay on tasks, especially tedious ones

Keeping me engaged with my work

"I'm really into Podcasts"

"It's the first thing I do in the morning"

"That's usually like my first half hour of work, finishing whatever I was listening to walking in"

"I might turn on music"

"It helps me get in the zone..."

If I'm doing, like, housekeeping items"

"If I had to think then it might be a different story"

"If I'm writing then I – I don't... I can't think"

When "you're at the computer for so long"

Working on "a hard assignment"

"It's kind of a like a "refresh"

"I'll pick my phone up every once in a while..."

"Just to kind of, like, take a mental break from thinking about whatever's on my screen"

"Which is kind of crazy because it's still a screen, but everyone does it... it's kind of like a "refresh"

Table 4.2: The role of Smartphones in the participants’ motivation for a positive self-image, regulating influences, and practices contributing to the experience of engagement.

Motivation: Need for a Positive Self- image	Perceived Opportunity: Job Features	Work Orientations: Job-oriented Centrality	Motivational Orientation	Task Crafting Practices	Job-oriented Changes
<p><i>It “looks good that you’re going the extra mile”</i></p> <p><i>“Staying on top of your work”</i></p> <p><i>“Even when you’re on vacation”</i></p>	<p><i>“Use of [OSMA] on a personal device... Is acceptable... for work purposes”</i></p> <p><i>Only, the “App is something that some people have. I don't get that...”</i></p> <p><i>“They strongly discourage using personal devices”</i></p> <p><i>So “we don't do a whole lot of, like, substantive work over text” or “email”</i></p>	<p><i>“I think it’s just weird”</i></p> <p><i>“Where I haven’t used my phone as part of my job...”</i></p> <p><i>“Like it doesn’t exist”</i></p> <p><i>But “it doesn’t impact what I do during the day”</i></p> <p><i>“I’m not in the chain of command”</i></p>	<p><i>“It kind of falls back on the individual”</i></p> <p><i>“I was raised by Marines...”</i></p> <p><i>“You’re at work: You do work kind of thing”</i></p> <p><i>“I am very – strictly work”</i></p>	<p><i>“Watching things closely”</i></p> <p><i>“When something big is coming up”</i></p>	<p><i>Increased level of discretionary effort</i></p> <p><i>Going above and beyond normal job expectations and responsibilities</i></p> <p><i>Perceived Professional reputation</i></p> <p><i>Contribution</i></p>
<p>Self- presentation: Professionalism</p>	<p>Organizational Policy Effects: Organization Imposed Boundaries Conforming behaviors</p>	<p>Job Oriented Centrality: Occupational Experiences Job Role</p>	<p>Motivating State: Work ethic</p>	<p>Task Management: Monitoring Urgent tasks</p>	<p>Experiencing Engagement: Behavioral & Cognitive Domains Contribution Intrinsic rewards</p>

Social changes using Smartphones: Crafting meaningful professional networks

The social environment at work represents the physical settings of the work context in which social interactions and exchanges occur or develop. Like the ways in which the participants shape the way they experience engagement, crafting meaningful professional networks involves the aggregation of the same components associated with the job crafting framework that were discussed previously (i.e., motivations, perceived opportunity, orientations, etc.). Crafting meaningful professional networks refers to the use of Smartphones in expanding the relational boundaries of one’s professional sphere of influence by customizing and shaping their social interactions and relationships to suit the social requirements, preferences, and needs of the individual. Therefore, the emphasis on this discussion shifts specifically to the social

aspects of the job crafting framework as they relate to Smartphones use since this is the dominant concern.

Acknowledging that the degree of need for human connection and affiliation varies among individuals, these results focus on the social aspects primarily associated with the motivation to use of Smartphones in support of the need for human connection and the ensuing influences altering the relational boundaries associated with the social environment of work. Based on these dynamics, job-oriented changes to the social environment at work using Smartphones expand the social context of relational boundaries to include settings in which professional social exchanges and interactions occur, whether they directly or indirectly involve work-oriented topics and/or activities. The crafting of meaningful professional networks thus expands the concept of the social environment *at* work to include the formative milieu of social interactions and exchanges that occur within the social environment *of* work; that is, within one's social sphere of professional relationships (i.e., professional colleagues in different organizations).

Again, using a series of individual quotes aggregated from the data and constructed into interpretive prose, the following vignette (Box 4.7) highlights the complexity of motivations, opportunity, orientations, and relational crafting practices expressed through the multiple voices of the participants. Thus, providing an overview and a deeper intuitive understanding of the role of Smartphones in changing what constitutes the participants' perceptions of the relational boundaries and social context of work. The subsequent Table 4.3 provides an example using several excerpts from the vignette to summarize in more detail the connections contributing to changes in the social environment of work manifested by using Smartphones. Focusing on the participants' motivation for human connection, external and internal influences, and relational

crafting practices, this example highlights the role of Smartphones in crafting meaningful professional networks, bringing about formative changes to one's sense of connectedness, belonging, and inclusion within their respective professional communities. Through regular interactions and social exchanges with others via Smartphones, the participants cultivated emotional bonds within their professional relationships that were meaningful to them and suitable to their social needs, requirements, preferences.

Box 4.7: Vignette: Crafting meaningful professional networks.

An interpretation of the motivations, regulating influences, and relational practices shaping the social environment of work by crafting meaningful professional networks

Mobile Smartphones

It's a conduit for my social well-being
Sense of belonging... inclusion... relatedness
Knowing I can reach out and can be reached
By people important to me and me to them
"Encouraging you to be, like, much closer with people that you're closer with already"
"Just to keep tabs on what's going on ... in our worlds"
"Just know[ing] everything's good"
That's why I keep it "in my pocket"
"I would get a little anxious..."
"If it wasn't, like, nearby"
"It's there just in case..."
"That security..."
"It's just... a feeling of relief that it's there"

Communication, interactions

It's when you use it, it's how you use it
Being accessible, helpful, needed
"People have my number"
"Everyone has everyone's cell phone numbers"
People are "able to call me"
"Just in case"
"That's helpful"

Following protocol, being discreet, Prudence is important too

"Everyone has... pretty tight boundaries"
But "there's no hiding"
"I will tell you that I'm shutting you down"
"But... if it's your boss..."
"I don't know..."
If someone is "sitting right here... I'm probably not going to be texting"
"I will do the ... under the table quick message"
"That's just how it is"

Job responsibilities, expectations

"A lot of things can wait"
"A lot of times I'm not Lead"
"I'm not the one that would be responding to it"
"My role right now doesn't really require me to take my work home... as of yet"
"Using my phone will probably increase... As I get more and more established"

Professional etiquette, courtesy

Socially oriented digital cues
"It's a work device not a play device"
"When I have to work with other people"
And they "stare at their phones all the time"
"Attached to their phone or easily distracted"
"It's like herding cats"
But "I'll see the screen light up"
"I'm kind of, like, one of those people"
"If it buzzes then I'll check it"
"It intrudes on your private time"
"Now I have to go out of my way to access... Work"
And "I like that..."

A way to building professional relationships

Maintaining friendships
Meaningful conversations
Now that "everyone else is spread out..."
"I try to keep in touch... with some people"
"If they... meet my hierarchy of who I respond to immediately"
"GroupMe, SnapChat" I'll use
"That's how I talk to those people"
"I keep in touch with them that way"
"Before people kinda started grouping off into smaller groups"
Now it's "just the ones that I have more shared interests with"
"Sometimes I'll just text... something, like, funny"
"Calling is more important than texting"
"It's kind of hard... to talk in depth about something..."
"To like get it all through text"
"Listening to Podcasts, I think it's always nice..."
When "you don't really know what to talk to somebody about"
"Or when you hear... a good conversation..."
"Or you hear a really good story you're excited about"
"I can share it with somebody else"
"My friend and I..."
"We actually did that today"

Table 4.3: The role of Smartphones in the participants’ motivation for a human connection, regulating influences, and relational practices in the crafting of meaningful professional networks.

Motivation: Human Connection	Perceived Opportunity: Job Features	Work Orientations: Job-oriented Centrality	Motivational Orientation	Relational Crafting Practices	Job-oriented Changes
<p><i>“Encouraging you to be, like, much closer with people that you’re closer with already”</i></p> <p><i>“Just to keep tabs on what’s going on ... in our worlds”</i></p> <p><i>“Just know[ing] everything’s good”</i></p>	<p><i>“People have my number”</i></p> <p><i>“Everyone has everyone’s cell phone numbers”</i></p> <p><i>“Everyone has... pretty tight boundaries”</i></p> <p><i>“I will tell you that I’m shutting you down”</i></p> <p><i>“But... if it’s your boss...”</i></p> <p><i>“I don’t know...”</i></p>	<p><i>“A lot of things can wait”</i></p> <p><i>“A lot of times I’m not lead”</i></p> <p><i>“My role right now doesn’t really require me to take my work home... as of yet.”</i></p> <p><i>“Using my phone will probably increase... As I get more and more established”</i></p>	<p><i>“It’s a work device not a play device”</i></p> <p><i>“When I have to work with other people”</i></p> <p><i>And they “stare at their phones all the time”</i></p> <p><i>“Attached to their phone or easily distracted”</i></p> <p><i>But “I’ll see the screen light up”</i></p> <p><i>“I’m kind of, like, one of those people”</i></p> <p><i>“If it buzzes then I’ll check it”</i></p>	<p><i>“I try to keep in touch... with some people”</i></p> <p><i>“If they... meet my hierarchy of who I respond to”</i></p> <p><i>“GroupMe, SnapChat” I’ll use</i></p> <p><i>“That’s how I talk to those people”</i></p> <p><i>“Just the ones that I have more shared interests with”</i></p> <p><i>“Calling is more important than texting”</i></p> <p><i>“Sometimes I’ll just text... something, like, funny”</i></p> <p><i>“It’s kind of hard... to talk in depth about something...”</i></p>	<p><i>Increased sense of belonging</i></p> <p><i>Creating an emotional bond through social interactions and relationships suitable to the social requirements, preferences, and needs of the individual.</i></p> <p><i>Expanding the social environment at work to the Social environment of work</i></p>
<p>Social Well-Being: Relatedness</p>	<p>Organizational Policy Effects: Communication Norms</p>	<p>Job Oriented Centrality: Job Role</p>	<p>Motivating States: Work ethic Affiliative Motivations</p>	<p>Social Connectedness: Group Communications Maintaining Professional Connections Hierarchy of Response</p>	<p>Meaningful Professional Networks: Emotional Domain Professional Sphere of Influence</p>

CHANGES TO THE MEANING OF WORK & WORK IDENTITY USING SMARTPHONES

While the job crafting framework speaks to the general effects relating to the changes in ones meaning of work and work identity, the qualitative results in this section are not intended for generalization. Thus, it is important at this pass to reiterate the understanding that Smartphones are not in themselves a determinant of meaning of work or work identity; both concepts being deeply complex constructs framed by the essential qualities that constitute one's sense or state of being. In this study, embodying work identity and meaning refers to a person's expression, personification, and exemplification of their subjective mental representations of being a professional and ascribed notions of work. From this lens, the analysis explored the participants' meaning of work and work identity from an aggregation of their subjective views, experiences, and backgrounds to understand how they framed their work identity and ascribed meaning to what they do. Then looked back through the data to understand the role of Smartphones supporting the embodiment of the participants' work identity and meaning.

Individual oriented changes using Smartphones: Embodying work identity and meaning

Although a brief departure from the focus of the role of Smartphones in the context of changing the participants meaning of work and work identity, the following vignette (Box 4.7) provides an interpretive window into the sources (and forces) of influence at the root of the participants deeply internalized social constructions; making up their beliefs and values about work intertwined with how they perceive and embody being a professional. This analysis considered the participants personal histories: Familial influences such as strong family relationships and social ties, work ethic, values, and life experiences; Education and career paths; work as an experience and channel for professional development – seeking, experiences, and overcoming challenges; the sociocultural influences associated with the social organization of

work influencing the participants behaviors and overall experience of work; lastly, the embeddedness of Smartphones in daily life.

While these considerations are extensive, they are threaded throughout the results discussed in the categorical representations of the job crafting framework. Thus, Table 4.4 then turns back to the role of Smartphones in the participants' job crafting behaviors to make connections between the use of these devices in supporting the development, reinforcement, and embodiment of the participants' mental representations and notions about work meaning and identity. Although the table is a selective sample of the data, this exercise produced five stages of formative development in the embodiment of work identity and meaning: *Motivations, Self-concept, Persona/Image, Performance, Internalization, and Personification*. Shaped by the self, others, contextual environments, embeddedness of Smartphones, and society in general, the participants' sense of work identity and work meaning was a gradual process of:

- Forming work identity and work meaning (who I am and what I want to be)
- Framing work identity and work meaning (how I perceive myself)
- Reinforcing work identity and work meaning (how I want others to see me)
- Affirming work identity and work meaning (proving who I am and what I can do)
- Validating (how I work and feel about my work); and,
- Ascribing (becoming my perceived self and purpose of work).

Box 4.8: Embodiment of work identity and meaning.

An interpretive window into the embodiment of work identity and meaning

My aspirations, interests, experiences, family, education, opportunities...

Shape my conceptions of what I want to be...

"I've always wanted to be a trial lawyer.

I guess that stems back from, like, high school debate which is so lame..."

"I studied music and business..."

You know, being interested in music and thinking I will be a rock star someday..."

But "I always had an interest in law..."

"My mom's a doctor and it's just what I grew up thinking that's what I wanted to be... but I ended up switching to nutrition and that's what I got my degree in...then I went to law school..."

"I've always kind of approached this from a little more ...alternative route than to be a traditional litigator..."

"I chose... a very litigation heavy section..."

Because "that's what I want to do"

My professional attributes

I see myself as competent, confident, a team player and critical thinker, an advocate, a lawyer...

"I am very easy going... Very open..."

I like to just be... positive too.

It's important to be positive..."

"Helpful," "Responsive"

"I'm a confident person..."

"A very good attorney... I comprehend the law well"

"I also see myself sort of as, like, a team player"

"I would also see myself as an advocate because, you know, that – that is my job."

My work persona...

How I want others to see me.

An expression of my values... of who I am.

"I strive to be as ethical as possible"

"To be as professional as possible"

"To be as courteous to those who are less than courteous to you"

"I think is important..."

You kind of don't wanna have that shield"

"That's my job"

To "make sure you do the job right..."

'cuz at the end of the day,

like everything has my name on it"

"I stake my reputation on because I put my name on it"

"I think that demands a level of attention and detail and pride too"

My professional credibility

Pressing back, proving myself

To be worthy, capable

"I feel too, like, I have to try harder because..."

I'm a "baby-faced" Millennial..."

"In the legal industry you are looked down on as the "young whipper-snapper"

"I think ... a lot of the times as a young attorney - especially as a young female attorney..."

"A lot of the attorneys who are around the private sector are almost all older male life attorneys... they have a certain impression about who you are and what your abilities are..."

"They will try and discount the credibility based on your appearance alone, so you need to hit them with everything"

"Especially when you're a young attorney you have to build up credibility and I'm still building right now"

"The [...] bar is very male centric so..."

"My supervisor "is changing the office I think for the better ... we're diversifying the bar a lot"

How I "do" professional...

How I work. How I feel about my work

I'm new, so I'm learning..."

This is "something that I've never done before"

"There is certainly a learning curve being fresh out of law school"

"It helps having that guidance... that mentor"

"I work hard. I think I'm doing a good job."

"I think my work product is pretty good"

What you write in your motion is very important
Being able to craft arguments

Being very deliberate in the words you use –

I think that's challenging and exciting"

"Like learning how, so I like that"

"The other thing too... it's a lot of variety"

"I don't think I could be doing the same thing every day... although it seems like that sometimes"

"I don't know how long I will be doing it but I'm getting good experience..."

Ascribing meaning

To what I am and what I do

"I am also very blessed to be working" where I am

"I think working" where I am, "I mean it's really cool to feel like the stakes are so much higher"

"Like I represent YOU..."

"We take a position and we fight for that position."

"Like my cases aren't glamorous"

"It's the work that we do affects a lot of people"

"Working for the people – I just think that's really important"

Table 4.4: Stages in the embodiment of work identity and meaning supported by Smartphones.

Motivations	Self-concept	Persona/image	Performance	Internalization	Personification
Forming work identity & meaning (Who I am & what I want to be)	Framing Work identity & meaning (How I perceive myself)	Reinforcing work identity & meaning (How I want others to see me)	Affirming work identity & meaning (Proving who I am & what I can do)	Validating work identity & meaning (How I work & feel about my work)	Ascribing work identity & meaning (Becoming my perceived self & purpose of work)
<p>"I've always wanted to be a trial lawyer."</p> <p>"I always had an interest in law."</p> <p>"My mom's a doctor and it's just what I grew up thinking that's what I wanted to be..."</p> <p>"I chose... that's what I want to do."</p>	<p>"I am very easy going... Very open..."</p> <p>"I'm a confident person..."</p> <p>"A very good attorney..."</p> <p>"I... see myself as an advocate because, you know, that – that is my job."</p>	<p>"I strive to be as ethical as possible."</p> <p>"To be as professional as possible."</p> <p>"To be as courteous to those who are less than courteous to you."</p> <p>"'cuz at the end of the day... everything has my name on it."</p>	<p>"I have to try harder because... I'm a "baby-faced" Millennial..."</p> <p>"In the legal industry you are looked down on as the 'young whippersnapper.'"</p> <p>"A lot of the times as a young attorney – especially as a young female attorney..."</p> <p>"...they have a certain impression about who you are and what your abilities are..."</p>	<p>"I'm working to live not living to work."</p> <p>"Work is not just something you do so you can survive."</p> <p>"I'm new, so I'm learning..."</p> <p>"It helps having that guidance... that mentor."</p> <p>"I work hard. I think I'm doing a good job."</p> <p>"I think my work product is pretty good."</p> <p>"I think that's challenging and exciting."</p>	<p>"What defines me most is my relationships with other people in my life."</p> <p>"It's the work that we do that affects a lot of people."</p> <p>I think I would just like to be on a bigger stage doing it."</p> <p>"I haven't done everything that I can do here yet."</p> <p>"I'm getting good experience."</p> <p>"Working for the people – I just think that's really important"</p>
Manifestations of Smartphones supporting the embodiment of work identity and meaning					
<p>"I didn't get a cell phone until I was a lot older..."</p> <p>"I feel like I've always had a Smartphone – maybe in college I got one..."</p> <p>"I grew up on Apple products... everybody has them pretty much."</p> <p>"It's your connection to the outside world"</p>	<p>I wouldn't say I am addicted but I think it's definitely, like, a necessity."</p> <p>"The one thing...I would definitely grab..."</p> <p>"That security"</p> <p>"'Cuz it's my way of being."</p>	<p>"I don't want to look like I am just another Millennial who's glued to their phone."</p> <p>"...'cuz you don't wanna be 'that guy.'"</p> <p>"There are so many negative things attached to someone my age being tied to their phone."</p> <p>"I don't think that's an accurate picture of who I am."</p>	<p>"When you're on the road... Your cell phone's all you have these days..."</p> <p>"I do pretty much everything on it"</p> <p>"I don't typically check my email after hours unless...something big's coming up..."</p> <p>"I'll login to my email a couple times a night to make sure I haven't missed anything."</p>	<p>"I am younger so I want to come across... a little more professional, older, trustworthy – so I'm not going to be bringing my phone around."</p> <p>"I like to know... be connected. If people need my help I have to respond right away"</p> <p>We have... GroupMe... so we'll hang out outside the office"</p>	<p>"Especially as a young person it shows that you're dedicated ...that you're thinking about it while you're not at work..."</p> <p>"It's very important to me to be responsive- to reach me anytime, anywhere with anything."</p> <p>"I like all these group messages I'm in; they help me keep in touch"</p>

CHAPTER 5 - DISCUSSION

Recent job crafting research has employed multi-disciplinary theoretical approaches accentuating the complexity of dimensions unique to job crafting practices. While creating a nascent reservoir of knowledge, an issue with the current body of research on job crafting theory is the lack of, or overly emphasized, attention to certain nomological conceptual elements in the original job crafting framework (Bindl, Unsworth, Gibson, & Stride, 2019; Dash & Vohra, 2020). This may be largely due to the recent shift in theoretical perspectives concerning the original job crafting framework and the broad scope, heuristic nature, easy adaption, and popularity of the Job Crafting Scale based on Tims et al. (2012) JD-R model (Lazazzara et al., 2020; Schaufeli & Taris, 2014).

To expand on complexities not fully addressed in existing research, recent undertakings in job crafting research have begun to integrate complimentary theoretical frameworks to both the job crafting framework and the JD-R model such as self-determination theory (SDT) and regulatory focus theory (RFT) (see Bindl et al., 2019; Higgins, 1998; Petrou, 2013; Ryan & Deci, 2001). While the theoretical focus and data analysis of this inquiry is aligned with the original job crafting framework applicable to the use of Smartphones, the multiple theoretical perspectives trending in recent job crafting research are also considered; lending explanatory depth and insight to the discussion as they pertain to the results of this study.

While cautioning Smartphones use itself is not a determinant in the nature of the nomological concepts originally proffered in job crafting theory by Wrzesniewski and Dutton (2001), the framework does provide a comprehensive theoretical lens from which to view the sociocultural influences of these devices in the workplace. From a pragmatic, constructivist perspective, Smartphones use in this study is largely viewed through the observations of the

researcher and the “interpretations of its users regarding the functionalities attributed to” these devices (Blazejewski & Walker, 2018). What this study offers, therefore, is a window into our understanding of why and how the practice of using Smartphones is manifested and reflective of the inner and outer sources (and forces) shaping the contextual and social environment of work and fostering one’s perception of work identity and meaning of work. From this perspective, the results of this study inform the job crafting framework in various ways.

First, this study seeks to augment the research on important nomological constructs depicted in the original job crafting framework by taking a thorough, comprehensive, exploratory approach to each component manifested via Smartphones use. Thus, addressing constructs of the framework that are largely absent in the literature; making visible the motivations, perceptions, and behaviors that alter the boundaries of one’s job using Smartphones. Second, the results of this study provide a glimpse of the totality of self that Millennials bring with them into the work setting; integrating their work and life worlds as they really are, while tending to things that are necessary, important, and meaningful to them both personally and professionally. Third, an area Wrzesniewski et al. (2013) contend would benefit by more rigorous qualitative research, the results of this study address the last category of the job crafting framework also frequently neglected in recent empirical studies on job crafting: Changes in ones meaning of work and one’s work identity. While a subjective interpretation, an aggregation of the data analysis suggests these devices do contribute to an active, interactional, and ongoing process in ones sensemaking: creating and ascribing meaning in the ways people view and experience their worlds.

RESEARCH QUESTION 1: MOTIVATIONS UNDERLYING THE USE OF SMARTPHONES

Beginning with the first research question, this study explored the motivations underlying the use of Smartphones in the normal activities of Millennial in the workplace, or *Why* Smartphones are used in the fulfillment of three universal motivations presented in the job crafting framework (e.g., need for job control and work meaning, positive self-image, and human connection). While different lines of research have explored employee motivations from different theoretical lenses, inquiry and analysis explicit to this area in the job crafting research is largely silent (Bindl et al., 2019). Dash and Vohra (2020) assert that “no study has operationalized the motives identified by Wrzesniewski and Dutton (2001) or ascertained their universality” (p. 136). Ghitulescu (2006) also avoided addressing motivation because “individuals may differ in their need for uniqueness, control over work, positive self-image, connection with others, challenge in work, closure...” (p. 65), etc. The bulk of research that has addressed motivation in some capacity has frequently regarded the fulfillment of “universal needs as a consequence of job crafting rather than as a motivator of job crafting behavior” (Dash & Vohra, 2020, p. 136) with a few recent exceptions (see Bindl et al., 2019; Lazazzara et al., 2020).

This lack of attention may be due to the numerous studies using the JD-R model in which motivation is generally viewed as an extrinsically triggered response based on job demands and resources rather than an intrinsically inherent process (Berg, Dutton, & Wrzesniewski, 2008; Schaufeli & Taris, 2014). However, the few studies using a qualitative approach have also failed to address motivation and/or neglected other conceptual elements of the job crafting framework as well. This has complicated the issue of exploring the construct of motivation as being either an antecedent or consequence of job crafting. Hence, Dash and Vohra (2020) suggests that the

three universal motivations in the job crafting framework may play a bidirectional role in individual job crafting behaviors leading to the complexity of studying the concept.

This being the case, the aim of this study was to explore the components of motivation reflective of the conceptual elements represented in the original job crafting framework to understand *why* and then *how* the participants used their Smartphone in their daily work habits. That is, viewing motivation as a basic human need and an underlying precursor that prompts or drives the sequence of behaviors and cognitive processes to job craft using Smartphones. In turn, fostering changes in ones work experiences, social environment, and meaning of work and work identity then looping back in an ongoing process of development (Wrzesniewski & Dutton, 2001). To start, the results of this study produced three core themes related to each of the universal motivations outlined in the job crafting framework: Work/life Integration, Self-presentation, and Social well-being.

Job control and work meaning: Work/life integration

The first core theme, work/life integration, is associated with the use of Smartphones in the need for job control and autonomy. As expected, it was not uncommon or unusual for the participants to use their devices to attend to different work and non-work activities as they occurred inside or outside the context of the normal work environment. What made their use of Smartphones interesting was the participants' perception and distinction between their lived worlds of work and life *being inside* and *outside* the contextual boundaries of the organization. Thus, integrating these worlds by using their devices to regularly move in and out of their personal and professional realms—managing activities whether the purpose be rooted in duty, interest, and/or choice; as a lifeline for protecting and maintaining their life needs; and self-imposing boundaries between different work/life contexts when they deemed necessary.

Work/life integration refers to the recognition of both work and life worlds and creates “a healthy boundary mid-point between segmentation (i.e., detachment) and enmeshment (i.e., boundary diffuseness or ambiguity)” (Morris & Madsen, 2007, p. 443). Thus, work/life integration using Smartphones assumes a natural overlapping and/or segregation of work/life activities based on a one’s personal and professional needs, situations, and circumstances experienced in work and non-work roles. This positioned the individual in the center and in control over the natural intersections between work and life activities to the extent they are perceived to be beneficial to their own well-being. Thus, the motivation to use Smartphones to integrate their work/life worlds to achieve work-life balance per se’ may look different across diverse groups (and different work contexts) based on individual perceptions of what work-life balance means to them (see also Sturges, 2012).

The concept of work/life integration also aligns with one of the three perspectives identified in research by Sarker, Sarker, Xiao, and Ahuja (2012) concerning knowledge workers using Smartphones. The “Overlapping” perspective, they assert, is held by people that view work “as a necessary aspect of fulfilling life. However, they are keen to limit the importance of work to avoid being totally swamped by it or prevent it hijacking their life goals” (p. 147). Thus, people holding this perspective operate within a “zone of tolerance” likened to a Venn diagram in which the world of work and life merge into a fluid integration of activity (p. 148). The inclination and opportunity to move between these worlds, Sarker et al. (2012) suggests, are largely based on individual motivations (e.g., career aspirations, financial, etc.), job-features, nature of the work (e.g. urgency), and stage of life (e.g., family responsibilities, work centrality). This perspective also appears to align with the participants and results of this study.

Exploring Smartphones use relative to the concept of work-life balance through the lens of job crafting, Sturges (2012) also noted young professional attorneys willingly used their Smartphone to *blend* their work with their social and personal lives; asserting the individual as central and “active managers of their work-life balance” through the utility of their Smartphone (p. 1541). Although Sturges (2012) positioned their study of job crafting from the perspective of Smartphones on work-life balance, the results of this study would argue the need to expand or re-frame the traditional concept of work-life balance to that of work/life integration in the context of contemporary work environments. Findings by Dery et al. (2014) support this assertion, noting the Smartphone “is no longer just a tool for the corporate knowledge worker, but it is rapidly becoming the tool that binds the family, work, and life together” (p. 11).

Considering the history and extant literature in the work/life research arena, traditional conceptions of work-life balance are often distinguished in the literature as two distinct contrasting and/or competing domains that entangle the individual: That of ‘work’ which generally entails a contractual, compensated employer/employee relationship and that of ‘life’ which is an umbrella term encompassing everything else considered non-work related (e.g. family, personal activities, interests, etc.) (Adisa Toyin, Gbadamosi, & Osabutey Ellis, 2017; Nam, 2014; Sarker et al., 2012). Work-life balance, therefore, assumes people desire to strike a balance between these perceived mutually exclusive worlds by devoting “equal time, energy, and commitment to work and non-work roles” (Kelliher, Richardson, & Boiarintseva, 2019, p. 99; Pauleen, Campbell, Harmer, & Intezari, 2015), thereby, reducing stress, mitigating work-life conflict, managing workload, etc.

In contrast, work/life integration using Smartphones refers to the extent one uses Smartphones to exercise choice and control over life activities when “inside” the boundaries of

the work environment and work activities when ‘outside’ of those boundaries (including offsite locations). Table 5.1 briefly summarizes a few of the differences between the concepts of work-life balance as discussed in the literature and work/life integration using Smartphones in this study.

Table 5.1: Differences between the work-life balance and work/life integration construct

Work-Life Balance	Work/life Integration using Smartphones.
Refers to the relationship between work and non-work aspects of individuals lives, where achieving a satisfactory work-life balance is normally understood as restricting one side (usually work), to have more time for the other.	Refers to the extent one uses Smartphones to exercise choice and control over life activities when “inside” the work environment and work activities when ‘outside’ the normal work environment (including offsite locations)
Perspective	Perspective
<p>Work-Life balance” is an equal distribution of time, energy, and commitment to work and non-work roles.</p> <p>Prioritizes traditional working arrangements and employment relationships (e.g., standard hours, full-time, permanent)</p> <p>Prioritizes heteronormative view of the family (e.g., interests, concerns, responsibilities, and needs of dual career parents and single mothers).</p> <p>Takes a one-size-fits-all perspective to organizational work-life balance policy and interventions.</p>	<p>Work/life integration is a natural overlapping and/or segregation of work/life activities based on personal and professional needs, situations, and circumstances experienced in work and non-work roles.</p> <p>Considers contemporary work contexts, working relationships, and technology (e.g., traditional, gig economy, remote workers, contingent workers, multiple part-time, type & intensity of work).</p> <p>Takes a broader, holistic, inclusive view of the employee as an individual and/or part of a family unit (e.g., interests, concerns, responsibilities, needs of hetero/LGBTQ singles, couples, family).</p> <p>Considers the broad needs of individuals in different work/life relationships; placing the individuals within these groups as center in work/life policy, resources, and interventions.</p>

Existing research in work-life balance studies have frequently been viewed as “a problem primarily for middle-class, dual earner parents... limiting our understanding of the experiences of the others... prioritizing a heteronormative view of the family...” (Kelliher et al., 2019, p. 101). While the context of this study was typical of many empirical studies on work-life balance (e.g., standard hours, full-time, permanent positions), the participants in this study for the most

part were not. Only one participant in this study fit the typical demographic described in work-life balance studies as married with child(ren) in a dual career household; the other participants were single without childcare responsibilities. All the participants in this study were also early career professionals; several fresh out of college, the majority in their first professional job role, with between 0-4 years' experience in that role. Thus, their life roles, work centrality, interests, motivations, and needs were fundamentally different than those represented in typical work-life balance studies.

In this respect, work/life integration manifested in the participants use of Smartphones supports the argument that what we have come to understand about the motivation to achieve work-life balance, although overall valuable and beneficial; in many cases may not reflect the reality of the work/life experienced by different populations (e.g., single, married couples without children, etc.) in contemporary work contexts and working relationships (e.g., traditional, gig economy, remote workers, contingent workers, multiple part-time, type & intensity of work, etc.). This point is further emphasized in the discussion by Pauleen et al. (2015) suggesting people exercise choice in their use of Smartphones to adjust their work/life activities. Their study supports the “notion of balance as a subjective experience...and argue[s] for the need to frame work-life balance in ways that better encapsulate changes in contemporary society” (p. 7).

Need for positive self-image: Self-presentation

The second core theme, self-presentation, is associated with the need for a positive self-image. Noting the importance of maintaining favorable impressions, Niessen et al. (2016) found the motivation to “create a positive self-image at work was the main reason to engage in job crafting” (p. 1305). Self-presentation involves deliberate attempts at controlling how one is

perceived by others through the process of performing and re-performing behaviors and characteristics believed to be valued and expected by members within their professional community. In other words, it is the motivation to shape the impression one makes on others so they will be perceived as having the characteristics and attributes they want to be known and seen as having (i.e., dedication, competent, knowledgeable, creditable, trustworthy, etc.).

Concerning the use of Smartphones, the participants in this study often engaged in or refrained from using their devices in specific situations and/or around certain people; negotiating the conveyance of what they perceived would be a positive professional image presented to others. This was an interesting result in that it brought to the forefront the participants awareness and sensitivity to popular stereotypes often negatively associated with Millennials. It was also telling of their assumptions and perceptions concerning how other generational cohorts might also perceive them as professionals, especially suppositions concerning members of the Boomer generational cohort. For example, feeling looked down on and having to try harder to gain trust and credibility because they felt they were perceived to be an inexperienced “*baby-faced Millennial*,” “*young whipper-snapper*” or “*young female attorney*” in an older, male dominated profession (refer to vignette box 9: work identity and meaning). So, being motivated to create positive impressions in general, the participants deliberately worked to change the negative, popular stereotypes associated with Millennials, particularly when it came to the use of their Smartphone.

Exercising varying degrees of discretionary behavior in where, when, how, and in who’s presence they used (and/or displayed or concealed) their devices, the participants formed their own sense of Smartphone professional etiquette; deeming Smartphone use in specific situations would “*make you look less professional*” (Sydney) to others. Rather than being known as “*that*

guy,” described “*as always on their phone*” (*Jaidyn*), negative behaviors perceived to be associated with how and when the Smartphone is used were frequently avoided based on the participants own conceptions of what it meant to ‘be professional.’ Contrariwise, if using Smartphones would support the positive reinforcement of their self-image they would most likely engage its use to demonstrate attributes that did characterize *their* conception of professionalism (e.g., good judgement, polite behavior, dedication, competent, committed, responsive, helpful, collaborative, supportive, etc.). Although there is little research concerning the motivation for positive self-image in the job crafting literature in general, this study supports the results by Bindl et al. (2019) suggesting the individual degree of motivation toward being perceived as *competent* at work would likely prompt job crafting behaviors to fulfill that need (p. 621).

Concerning the use of Smartphones and self-presentation, a study by Pauleen et al. (2015) also noted people sought to use Smartphones to “demonstrate high levels of commitment and reliability, and in some cases, demonstrated ways they could be seen as being unusually valuable to their organizations” (p. 7), thus contributing to ones sense of status and identity. Similarly, in relation to Smartphones, Crowe and Middleton (2012) found that women professionals, particularly young women “trying to established themselves in their careers,...were using their devices to help them ‘perform professionalism’” (p. 566). Observations by Symon and Pritchard (2015) also noted people using Smartphones in purposeful ways toward efforts at generating positive impressions of professionalism particularly when outside the work environment (p. 249). Suggesting that positive self-presentation may also be associated with underlying professional interests and/or goal pursuits (e.g., job status, promotion,

recognition, etc.); particularly among early-stage career professionals such as the participants in this study.

It is also important to note that the meaning of ‘being professional’ is likely to vary depending on one’s own conception, insight, and awareness relative to that of others. Thus, the role of Smartphone use in individual perceptions and self-presentations of professionalism are also likely to differ depending on a variety of personal, contextual, and societal factors. For instance, *Jaidyn* negatively associating someone using Smartphones as “*that guy*” illustrates how others might conceive and exhibit professional norms and/or expectations of professionalism in different ways acceptable to the individual and the work context in which they are present. Thus, raising the issue of divergent professional values in the use of Smartphones during work and in different work contexts if the meaning one might ascribe to the notion of professionalism conflicts with another’s conduct or what someone determines to be the use of good judgment or polite behavior in professional practice.

Need for human connection: Social well-being

The need for human connection was manifested in the ways the participants used their Smartphone to satisfy the social component of their overall sense of well-being. While general well-being is a multi-dimensional concept, social well-being refers to the mutually dependent, relational domain of subjective and psychological well-being. Considering the motivation associated with the need for human connection in the job crafting framework, the need for social well-being is complementary. In this respect, the motivation for social well-being concerns the extent to the participants willingly used their Smartphone to pursue both pleasurable experiences and meaningful relationships in the development of their own sense of belonging and inclusion within their respective social circles. Thus, attaining a satisfactory level of psychological and

emotional stability (De Devotto, Freitas, & Wechsler, 2020; Keyes, 1998). When their Smartphone was absent or not readily available to make a connection with or be contacted by someone they cared about, the participants frequently experienced varying degrees of mental distress; temporarily diminishing a sense of subjective and psychological well-being in the relational domain.

From this perspective, the use of Smartphones was manifested in the need for relatedness and depending on the ability to readily connect via their device, either exacerbated or mitigated the emotional experience related to affective connection insecurity associated with social well-being. The need for relatedness is brought about by eudaimonic motivations concerning the cognitive-affective states of psychological well-being (e.g., feelings of caring, appreciation, significance, satisfaction, etc.). Eudaimonic motivations prompt thinking and behaviors in pursuit of experiences that will satisfy the need and fulfillment of a deeper sense of purpose and meaning in the development of the total self (Huta & Ryan, 2010; Kaczmarek, 2017; Ryan & Deci, 2001). Whereas affective connection insecurity primarily involves the hedonic motivation of subjective well-being, concerning the more temporal states associated with positive outcomes (i.e., feeling happy) or the avoidance of negative outcomes (i.e., feeling stressed). Thus, Smartphone use supported the overlapping of both hedonic (seeking pleasure and comfort) and eudaimonic motivations (seeking to develop the best in oneself) involved in both relatedness and affective connection insecurity underscoring the need for human connection and social well-being (Huta & Ryan, 2010).

The sub-theme of relatedness in this study also aligns with the motivation for relatedness suggested in self-determination theory (SDT) essential to psychological well-being (Deci & Ryan, 2000; Ryan & Deci, 2001). From this perspective, relatedness using Smartphones is

distinct from the notion of social connectedness often associated with Smartphones in the literature and further discussed in this study concerning relational job crafting practices. To clarify, relatedness and social connectedness may not differ in *how* people may use their Smartphone to communicate with others to maintain a social connection (i.e., text, calls, group messaging, social media, etc.), but the meaning and frequency of contact may differ based on one's desire to maintain the depth, strength, and/or quality of the relationship, see Figure 5.1 (Moore et al., 2014). Hence, relatedness is viewed on an individual continuum of psychological involvement; being a core motivation of social well-being and *why* the participants in this study frequently used the Smartphone to make a connection with people they care about while at work (Bindl et al., 2019; Moore et al., 2014; Peters, Calvo, & Ryan, 2018).

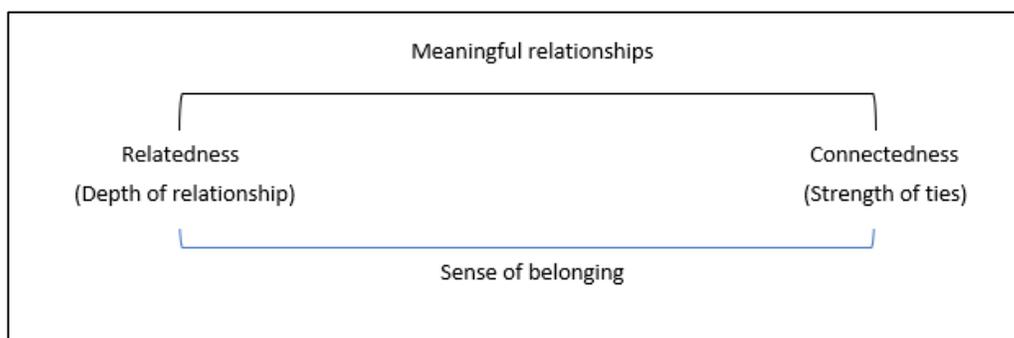


Figure 5.1: Conceptualizations between relatedness and connectedness using MSP.

Motivated by their need for relatedness, the participants made deliberate efforts to engage in purposeful, regular communications with others to preserve a deep emotional bond or meaningful connection, close ties, engender caring relationships, and sense of belonging within one's social circle (Martela & Riekkki, 2018). This being the case, all the participants were motivated to use their Smartphone to routinely check-up, check-in and keep up with those who were at the top of their social hierarchy. Feeling cared for and expressing their care for others via Smartphones was a natural tendency and important value expressed by the participants; thus,

implying the significance the role of Smartphones has in supporting feelings of relatedness that contribute to their sense of social well-being. Conversely, in the absence of Smartphones or if there was a distance in its proximity, the participants frequently experienced varying degrees of general unease, emotional insecurity, or anxiety when a ready connection to the people and things they cared about was limited or unavailable; thusly defined as affective connection insecurity. In this regard, the participants experienced both the longer-term cognitive-affective effects of eudaimonia by elevating and sustaining their experience of relatedness or coping in its absence, while also experiencing the short-term effects of being able (or not) to readily contact people they care about - whether pleasure is ultimately derived from the interaction.

The motivations outlined in the job crafting framework also follow suit with the psychological needs underlying motivation suggested in SDT by Deci and Ryan (2000). Although manifested in the use of Smartphones, the participants in this study used their devices to satisfy similar psychological needs concerning the need for autonomy (job control; work/life integration), competence (self-image; self-presentation), and relatedness (Connection: social well-being) “essential for ongoing psychological growth, integrity, and wellbeing” (p. 229) (see also Bindl et al., 2019; De Devotto et al., 2020; Slemp & Vella-Brodrick, 2014). Similarities between the two frameworks also address social, cultural, and environmental factors that may enable or diminish a person’s sense of volition and initiative, thus the motivation to use their Smartphone may be diminished or expanded depending on contextual and individual-orientations influencing their perceived opportunity to use their devices in the different contexts of work (Bindl et al., 2019).

RESEARCH QUESTION 2: PERCEIVED OPPORTUNITIES TO USE SMARTPHONES

To address the second research question, this study focused specifically on how job features and individual orientations regulate motivations and thus, the perceived opportunities to use Smartphones in the formation of job crafting practices. Since job crafting is considered a situational activity, Wrzesniewski and Dutton (2001) maintain that individual motivations trigger job crafting activities. Once triggered, organizational effects in conjunction with individual orientations, likely “enable or disable different levels and forms of crafting” (p. 180). While the framework has served as a useful guide allowing for flexibility within a wide variety of work settings, its broad scope has offered limited explanations concerning the detailed interplay between each of the nomological concepts in the job crafting framework. More specifically, the influence of organizational regulations and individual inclinations prompting and/or constraining the motivations to use Smartphones for work and non-work activities in the workplace.

Smartphones ownership, monitoring, and communication activities are generally assumed and expected in a variety of environments (Bayer, Campbell, & Ling, 2015). Thus, positive, and negative ramifications associated with the use of these devices in organizational contexts as well as individual leisure space are frequently represented in the literature. What is less known is the extent to which the regulating influences of context and individual inclinations to use Smartphones interact in ways that shape forms of job crafting. To this point, Derks and Bakker (2010) acknowledge organizational culture has a strong influence on Smartphones use in the workplace, while Bayer et al. (2015) “illuminate connection cues – nonconscious triggers to check a Smartphone – as a way of explaining the role of social connectedness in daily life” (p. 128) prompting its use. Both are representative of the contextual conditions and individual states potentially regulating Smartphone behaviors in job crafting practices in the result of this study.

For example, the organizational policy effects permitting and/or constraining the use of Smartphones in the spoken and unspoken culture of the organization. Also, the subjective arousal and inclination of participants in this study to seek, welcome and respond to social cues associated with Smartphones (e.g., Motivating states: work ethic, affiliative motivation).

Moreover, although a recent literature review by Lazazzara et al. (2020) also affirmed “contextual variables were ultimately central in explaining the pattern linking individual proactive and reactive motives to different job crafting forms” (p. 11); Bindl et al. (2019) asserted, there are still relatively few studies making this connection. For this reason, we have gained only partial insight into the process between motivation, the regulating influences of context and individual inclinations prompting or restraining job crafting efforts (perceived opportunity), and resulting forms of job crafting practices (Bindl et al., 2019; Bruning & Campion, 2018). To address this gap, some researchers have attempted to narrow the focus of the job crafting framework by integrating complimentary theories such as RFT and similar concepts to elucidate these connections (see Bindl et al., 2019; Bipp & Demerouti, 2015; Bruning & Campion, 2018; Petrou, 2013; Zhang & Parker, 2019).

Taking a multi-theoretical approach as some researchers have is beneficial particularly for warranting and explicating processes and connections resulting from the analysis of research data. Thus, although RFT was not a guiding framework in the design of this study, applying complimentary aspects of the RFT to the job crafting framework in this discussion brings to the forefront the “emotional and evaluative sensibilities” (Higgins, 1997, p. 1283) individuals apply in varying approaches to satisfy different needs. So, viewing the results of this study from an integrated lens using both RFT and the job crafting framework is useful for illuminating the regulating processes involved in shaping perceived opportunities to use Smartphones in job

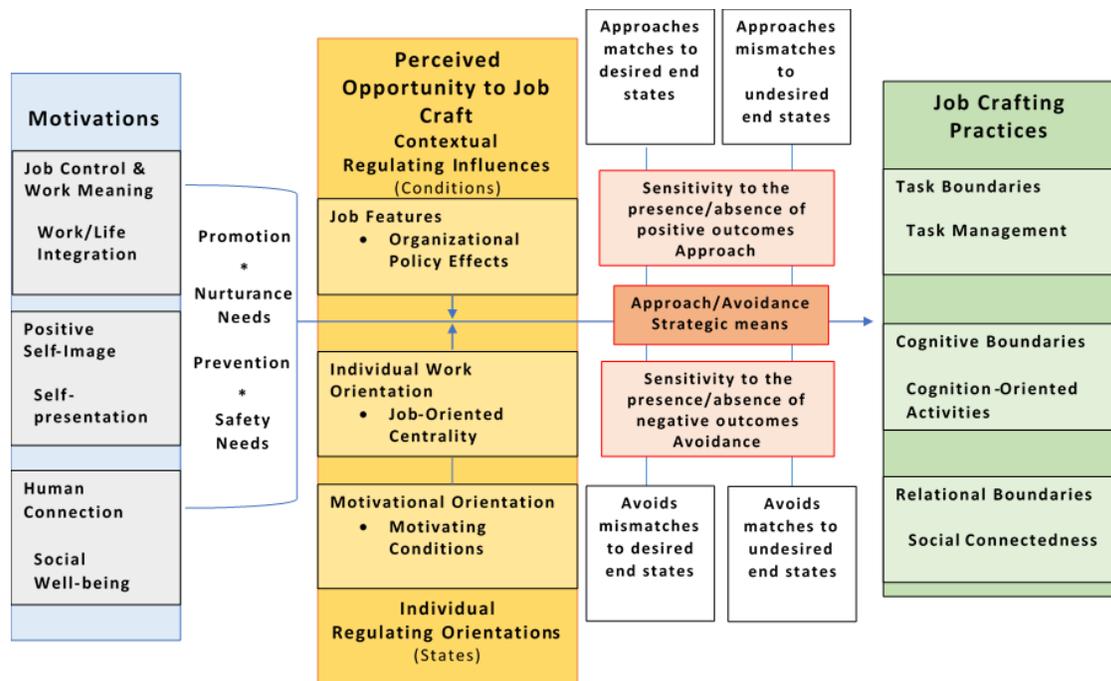
crafting as a strategic means toward a desired end state. Thus, providing more explanatory power concerning the nuances in the formation of job crafting practices using Smartphones through depth and meaning rather than a cursory overview of these results applicable to the job crafting framework alone (Bindl et al., 2019).

It is noteworthy to mention that studies integrating RFT and similar motivation frameworks with the job crafting framework appear to use the terms promotion-prevention or approach-avoidance interchangeably leading to some confusion in their application. To clarify, RFT is a motivational principal rooted in theories of self-regulation. RFT advances the notion that based on a person's motivation (e.g., promotion or prevention orientations) they will "employ qualitatively distinct means of regulating towards desired end states." It is believed that people "with a chronic or situationally induced promotion focus are inclined to utilize *approach strategic means* in order to attain their goals." While people with "a prevention focus tend to use *avoidance strategic means* in order to attain their goals." Thus, "a promotion focus inclines individuals to approach matches to desired end-states whereas a prevention focus inclines individuals to avoid mismatches to desired end-states" (Higgins et al., 2001, p. 4). Therefore, although the *desired outcome may be the same, one's approach (or avoidance) in the attainment of their desired end-state may be different.*

From this perspective, Lazazzara et al. (2020) suggests supportive contexts enable both proactive and reactive motivations and are more conducive to approach forms of job crafting even when there may be "a misalignment between personal values, needs and preferences, and the job (Berg, Grant, et al., 2010) or in cases of job design constraints" (p. 10). However, in work contexts that are more constraining, people may be more likely to engage in avoidance crafting or making no attempts to job craft at all because contextual constraints make it difficult

or impossible to do so (Lazazzara et al., 2020). Hence, the degree to which one might engage in job crafting behaviors using Smartphones is also likely to vary based on individual orientations in response to constraints as well as opportunities presented within the same work context.

Although motivations to use Smartphones will not be reiterated here, to support the ensuing discussion of the regulating influences shaping the perceived opportunity to job craft using Smartphones, Figure 5.2 depicts the integration of the job crafting framework and constructs of RFT.



Direction of motivated movement adapted from Higgins, Roney, Crowe, and Hymes (1994); Higgins (1997) Regulatory Focus Theory (RFT) applied to the job crafting framework (Wrzesniewski and Dutton, 2001) to illustrate the regulating influences shaping job crafting practices using Smartphones

Figure 5.2: RFT motivated movement of regulating influences applied to the Job Crafting Framework in relation to the study results.

This illustration represents the motivated movement involved between motivations and the chronic (individual inclinations) and situationally induced (contextual conditions) regulating influences forming the strategic means (approach/avoidance) to job craft using Smartphones.

Using this integrated framework as a reference underscores the underlying *conditions* and *states* regulating (e.g., control, temper, prompt, or restrain) the motivation and perceived opportunities to use Smartphones in job crafting behaviors. Conditions being the job features and/or circumstances affecting the way in which people work, while states are a situational response to both external and internal stimuli (e.g., Individual work) (Lion & Burch, 2018); thus, framing and regulating the perceived latitude (e.g., the extent of freedom) and discretion (e.g., exercising judgment or prudence) to use Smartphones during the workday.

Regulating influences of contextual and individual orientations

Contextual and individual influences regulating the actual or perceived opportunities to job craft using Smartphones are likely broad and vary across different industry contexts, job designs, occupations, job positions and/or status levels (Morgeson, Dierdorff, & Hmurovic, 2010; Wrzesniewski & Dutton, 2001). Even within the same industry (e.g., law), there may be differences in the acceptance and use of Smartphones in public vs. private practice. Based on personal experiences, for instance, *Sydney* observed expectations of responsiveness pertaining to the use of a personal Smartphones or having an agency issued device were very different between government and non-government work; the latter perceived as having more latitude to use these devices but also greater expectations for responsiveness. Similarly, individual levels of motivation and orientations toward using Smartphones in the workplace are also likely to vary.

Given this understanding, the results of this study revealed that organizational policy effects regarding the use of Smartphones created conditions imposing limitations on access, inducing conformity, prompting discrete workarounds, and the constitution of (un)spoken patterns of communication. In response, individual job-oriented centrality and motivating states either prompted or restrained the inclination to use of Smartphones in job crafting practices. For

instance, while the organization's cultural constitution overall promoted autonomy, professional development, and collaboration, the nature of business itself mandated a high level of security, policy, and protocols to ensure client privacy protection and confidentiality. Forced to contend with the prevalence of personal Smartphones in the workplace, however, the organization instituted a 'bring your own device' (BYOD) policy permitting the use of personal devices; albeit within the dictates imposed by policy governing their use for official business.

Yet, despite the shift in organizational acceptance of personal Smartphones and BYOD policy, it was nearly impossible to monitor or regulate the exchange of information using these devices. It was even more difficult when proper mechanisms (e.g., OSMA, secure applications; ownership) were not in place to maintain the integrity of security protocols and confidentiality; particularly involving text messaging. As *Sydney* noted, "*A lot of people in our office will take client cellphone numbers and text them...I feel like that opens you up to a lot more liability...*" Hence, the policy effects of an optional means of access via Smartphones predisposed the participants to conform or work-around these organization-imposed boundaries depending on their own work and motivational orientations. As *Jaidyn* succinctly stated, "[...] *is going to get blocked with the firewall so if that's the itch you're looking to scratch you have to use your mobile device.*"

Although designed to mitigate exposure and risk to the organization, Smartphones policies and protocol structures stipulating conditions for its use created some disparity among employees by limiting accessibility via an optional OSMA. In this sense, even though the official "BYOD" policy granted employees autonomy (control) permitting the use of personal Smartphones in the workplace, as *Payton* asserted, the spoken culture of the organization also "...*strongly discourage[d] using personal devices...*" (constraint). Hence, participants in this study struggled with conflicts between their need for job control and having the autonomy to use their Smartphone

but not having ready access via the OSMA to manage their work activities. Therefore, they were either inclined to conform or workaround situations when needed, creating an unspoken organizational culture of communication norms and discretionary behaviors concerning the use of Smartphones.

In addition, the lack of organization support in the provision of the OSMA for Smartphones altered expectations (real or imagined) concerning availability during non-work hours. Those without the OSMA often provided justification for not responding to communications after hours – unless it was a supervisor or other matter requiring immediate attention. Then, both those with and without the OSMA experienced tensions in determining whether they should respond. Hence, their actions were regulated by organizational policy effects, perceived expectations of availability, and their own orientational dispositions and inclinations whether or not they were motivated to use their devices for work activities (see also Derks et al., 2015; Dery et al., 2014). Thus, determining the level of perceived opportunity, form, and extent the Smartphone is used in their job crafting behavior. Table 5.2 summarizes a few examples of the regulating contextual conditions and individual states influencing the perceived opportunity to use Smartphones in job crafting practices.

Table 5.2: Summary of the regulating contextual conditions and individual states in perceived opportunities to use MSP in job crafting practices.

		Perceived Opportunity: Contextual and Individual Regulating Influences			Approach-Avoidance Strategic Means	Job Crafting Practices Task Management * Cognitive-Oriented Activities * Social Connectedness
		Contextual Conditions				
		Regulating Form	Examples	Participant Quotes		
Motivations Work/life Integration * Self-presentation * Social Well-being	Job features – Latitude and Discretion	Organizational Policy Effects Organization-imposed boundaries Communication Norms Conforming Behaviors Workaround Behaviors	Optional OSWA at employee expense Dept. Public Record Official Frequent MSP Compliance Training Email Policy Reminders Spoken/Unspoken culture of use Communication Boundaries & dilemmas Conforming vs. Workarounds	<i>“Employees are prohibited...employees’ personal device... use of the OSWA on a personal device is acceptable... for work purposes” (policy excerpt)</i> <i>“...they strongly discourage using personal devices...” (Payton)</i> <i>“There’s no hiding” from MSP (Payton)</i> <i>“Everyone around the office has pretty tight boundaries” (Sydney)</i> <i>“A lot of people in our office will take client cellphone numbers and text them...I feel like that opens you up to a lot more liability...” (Sydney)</i> <i>“...the more I do on my phone the more my phone becomes a public record.” (Jaidyn)</i> <i>“[...] is going to get blocked with the firewall, so if that’s the itch you’re looking to scratch...” (Jaidyn)</i>		
	Work Orientation	Job-Oriented Work Centrality Occupational Experiences Job Role	Early career stage 0>5 years Instrumental activity perspective Establishing professional self Previous work experiences – org policy/culture shape views Job responsibilities & Expectations	<i>“I think it’s just a weird situation...this is really the first job I’ve ever had where I haven’t used my phone as part of my job, so it’s like it doesn’t exist.” (Payton)</i> <i>“...when I worked at previous jobs and it was – it can really – just overwhelm you.” (Riley)</i> <i>“It didn’t matter how many times you told them...Because they do it anyways and then inevitably their phone would be taken for public record issues and you don’t have your phone anymore” (Sydney)</i> <i>“I’m not in the chain of command so...I don’t need a lot of the immediate response...” (Jaidyn)</i> <i>“A lot of times I’m not lead. So even if something comes in I’m not the one responding...” (Sydney)</i>		
	Motivational Orientation	Motivating States Work Ethic Affiliative Motivation	Behavioral, cognitive & affective states Personal values & beliefs concerning MSP use Subjective arousal & inclination to use Smartphones	<i>“People would stare at their phones all the time – it kind of falls back on the individual ... I was raised by marines so I feel like... you are at work; you do work kind of thing” (Jaidyn)</i> <i>“I don’t even like to use the computer for...looking at the news – I am very strictly work” (Payton)</i> <i>“If I’m...working or looking through files ...I see that my phone lights up – ‘Okay, let me see what’s up.’” (Payton)</i> <i>“I’m kind of like one of those people when you have ...notifications – I can’t...let those go off too long.” (Averil)</i>		

Keeping in mind that motivations and regulating influences likely prompt and/or work simultaneously, Figure 5.3 also represents a narrower focus of this process by illustrating a comparison of the motivated movement between Averil and Jaidyn in the development of forms of job crafting. Drawing on the motivation to self-impose boundaries toward an acceptable level of work/life integration, for example, highlights the individual differences between the motivation, regulating contextual conditions and individual states, and the approach (or avoidance) as a strategic means to use Smartphones in job crafting practices. Both Averil and Jaidyn had different backgrounds, views, and motivational inclinations concerning the use of Smartphones. They also had similar job positions and approximately the same length of service with the organization. Being employed directly after graduating from their universities, they were also early career professionals with 0>5 years with the organization. Thus, although they had a significant amount of experience with the organization, they were also primarily job-oriented; conscientious in their work and believing their current roles were instrumental, valuable, and important in their career and professional development. However, Averil had ready access via the OSMA and Jaidyn did not. Hence the direction of motivated movement amidst regulating conditions and individual states were different between the two as was the extent to which they approached (or avoided) their use in job crafting.

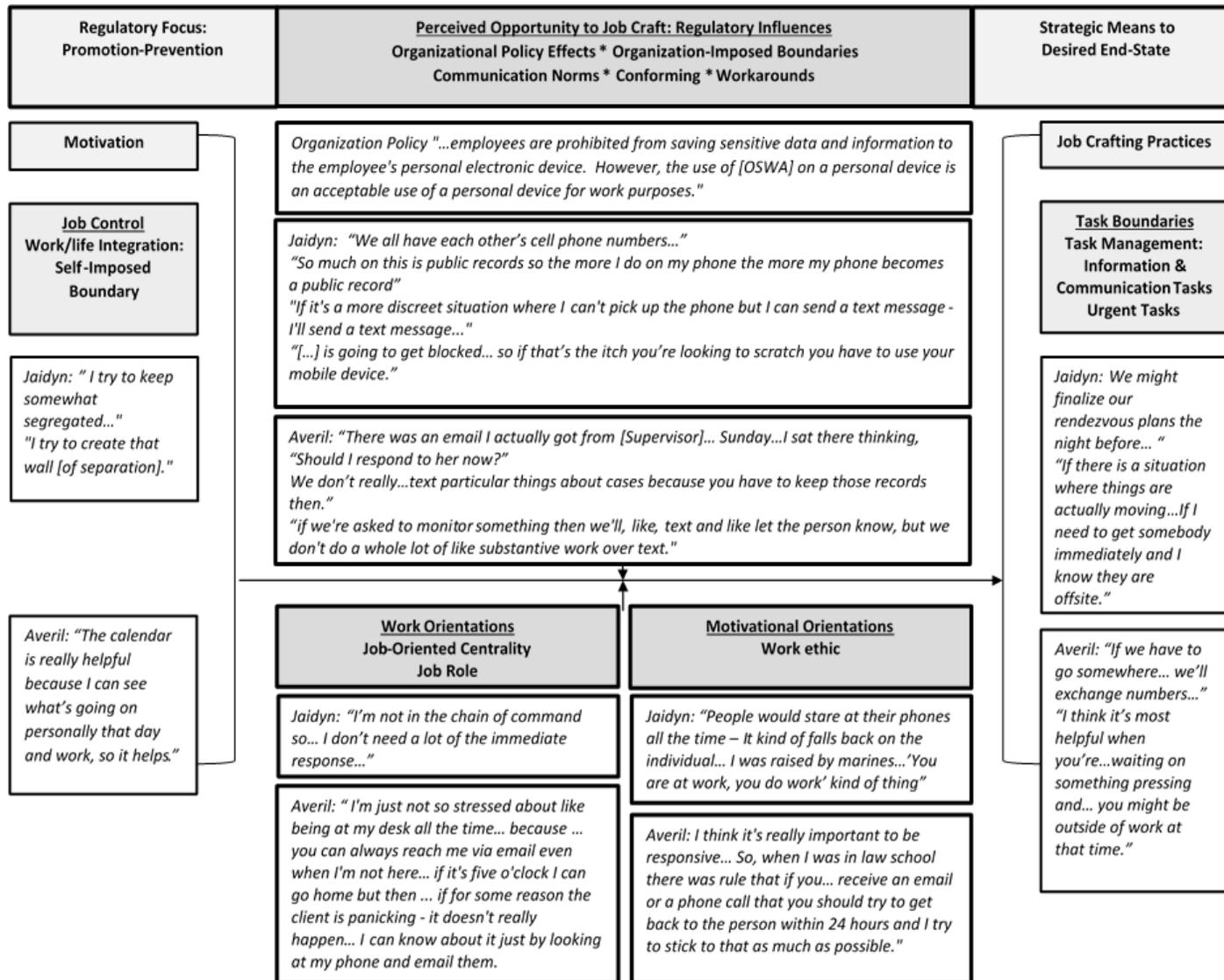


Figure 5.3: Participant comparison of regulating influences in the perceived opportunity to use Smartphones.

Jaidyn, declining the option for the OSMA, self-imposed rigid boundaries around Smartphones use for work activities. On the other hand, Averil having the OSMA readily relaxed those boundaries to manage work/life activities. Thus, the perceived opportunity and extent to which Smartphones was used for job crafting was contingent on their individual motivations (promotion-prevention inclinations) to nurture or protect their level of work/life integration, coupled with the regulating influences of organizational policy effects, their own job-oriented centrality, and individual motivating states. In this example, although both willingly conformed to policy, it was much easier for Averil to approach situations that needed to be addressed using the OSMA on the Smartphone than Jaidyn, who at times needed to employ discreet workarounds (i.e., taking pictures of a case site, inconspicuously texting) to avoid a mismatch to a desired end state. In contrast, *Averil* who did have ready access via the OSMA was not hindered as much by the same constraints.

These regulating behaviors coincide with findings by Bindl et al. (2019) suggesting “distinct job-crafting strategies and their promotion and prevention-oriented forms, can be meaningfully distinguished and that individual needs (for autonomy, competence, and relatedness) at work differentially shape job-crafting strategies” (Bindl et al., 2019, p. 605). It also affirms that in response to the different nature of contextual complexities and situations, people will “discern ways to overcome (or not) the limits they perceive and the obstacles they encounter ...in order to work with or get around the challenges they face...” (Berg, Wrzesniewski, et al., 2010, p. 159); “if the realized benefits (efficiency gains) outweigh the situational risks (exposure of process violations)” (Roder, Wiesche, & Schermann, 2014).

The results of this study also correspond with the assertion by Wrzesniewski and Dutton (2001) that although there may be a high degree of autonomy associated with a job that may

present greater opportunities to job craft, there are other “contradictory forces at play in the modern workplace that might affect crafting patterns... these forces are likely to dampen perceived opportunities for job crafting” (p. 184). Furthermore, in view of RFT, while these regulating forces, both contextual and individual, may shape the approach (or avoidance) of using Smartphones in job crafting practices; it also suggests that job crafting practices may be an intentional or unintentional means to a desired end rather than being an end goal in themselves.

RESEARCH QUESTION 3: SMARTPHONES USE SHAPING JOB CRAFTING PRACTICES

Continuing the discourse concerning the connections between motivations and the regulating influences shaping forms of job crafting using Smartphones, the third research question addresses *how* Smartphones are used in ways that alter the task, cognitive, and relational boundaries of the job within the context of this study. Until recently, researchers have focused more on identifying antecedents and outcomes of job crafting rather than distinguishing or classifying actual forms or techniques of job crafting practices as a core link between these variables with a few exceptions (see Berg et al., 2008; Berg, Grant, et al., 2010; Berg, Wrzesniewski, et al., 2010; Blazejewski & Walker, 2018; Bruning & Campion, 2018; Grant-Vallone & Ensher, 2017; Ko, 2011; Sturges, 2012; Zhang & Parker, 2019). Once again, this may be largely due to the conceptually divergent frameworks of the job crafting framework (a role-based perspective) and the JD-R model (a resource-based perspective), thus resulting in fundamentally different definitions, conceptual processes, outcomes, and aims making them difficult to synthesize (Bruning & Campion, 2018; Zhang & Parker, 2019).

While both the job crafting framework and JD-R model provide valuable explanatory properties, research using one perspective over the other has produced gaps in our understanding concerning the various dimensions and forms of job crafting. To fill this void, researchers have

begun to amalgamate the body of job crafting research in an attempt to create synergies between these two perspectives (see Bruning & Campion, 2018; Lazazzara et al., 2020; Zhang & Parker, 2019). In doing so, these studies have brought to the forefront the complexity of creating a comprehensive taxonomy of what job crafting entails, its forms, and the outcomes following these endeavors. Thus, revealing the limitations involved in standardizing classifications of job crafting forms and their resulting outcomes (Lazazzara et al., 2020).

Using the approach-avoidance orientation, for instance, Bruning and Campion (2018), delineated differences between the job crafting framework and JD-R by classifying “role crafting” as being associated with the traditional task, cognitive and relational domains of the job crafting framework by Wrzesniewski and Dutton (2001) and “resource crafting” (i.e, Tims et al., 2012)” as a means of “increasing job resources and managing job demands” (Lazazzara et al., 2020, p. 3). The former is thought to lead to personal enrichment, while the latter is believed to lead to increased efficiency. However, Lazazzara et al. (2020) assert the differences between the job crafting framework and JD-R perspectives “may not be that black and white in practice” (p. 4). As Zhang and Parker (2019) note, “both job crafting perspectives have demonstrated that employees can change aspects of their jobs to achieve not only person-job fit (mechanistic) but also better work motivation and well-being (motivational), as borne out by empirical studies.” (p. 128) .

In another attempt at unifying both job crafting framework and JD-R perspectives, Zhang and Parker (2019) contend “many types of cognitive and behavioral actions that seem distinct on the surface are indeed all crafting: They all fit the definition ... that crafting is intentional changes employees make to improve their work (Bruning & Campion, 2018)” (p. 132). Also, they assert most studies employed an approach orientation toward job crafting, therefore primarily resulting in positive outcomes regardless of theoretical perspective (Zhang & Parker, 2019). Indeed, previous

research exploring job crafting and developing various scales of measurement have primarily tilted toward a *promotion-approach* means toward forms of job crafting (e.g., role and social expansion, seeking resources, challenges, etc.) (Bindl et al., 2019). Conversely, little attention has been given to *preventive-avoidance* strategies involving discretionary, covert, defiant behaviors or “rule-bound interpretations of their job which implies strictly applying formal rules and procedures at work and being inflexible or closed to exceptions” (Bindl et al., 2019; Lazazzara et al., 2020, p. 8). Yet, while promotion-approach forms of job crafting may appear to be stronger than preventive-avoidance forms, evidence suggests both can exist simultaneously and still produce positive end-states, or outcomes (e.g., workarounds, conformity, work ethic, etc.) (Bindl et al., 2019, pp. 622-624; Higgins, 1998).

This speaks to the importance of taking a holistic view in exploring comparisons between the sources and forces involved in the process of shaping job crafting behaviors. Particularly given the different regulating influences of contemporary work environments, individual orientations, and impact of technology; more specifically to this study, the ubiquitous role of Smartphones in job crafting practices. Although there is a dearth of research tackling forms of job crafting involving the use of Smartphones or technology in general, several research inquiries having similar findings compliment the results of this study.

Job crafting forms using Smartphones

Once again, at the time Wrzesniewski and Dutton (2001) first introduced the job crafting framework, digital convergence into first-generation mobile technology leading to the future of “*pervasive or ubiquitous computing*” (Zheng & Ni, 2006, p. 9) was in a nascent state. During this evolutionary period, Dery et al. (2014) found that over time there was also an inherent a shift in the ways people managed their connectivity and their ability to self-regulate the use of these devices in

the management of daily activities. Thus, while the theory of job crafting was forward thinking at the time of its introduction, the framework was reflective of conventional work contexts and task definitions typical for the period (see Wrzesniewski & Dutton, 2001, p. 179). It did not account for atypical, contemporary work environments (e.g., flexible work arrangements, Gig, remote, etc.) nor the widespread embeddedness of Smartphones in the daily lives of employees today or how these devices might be used for work and non-work activities in daily work habits.

Still, Wrzesniewski and Dutton (2001) acknowledged emerging shifts in the modern workplace and the potential impact of technology in general as a constraint in the opportunity to job craft, thereby suggesting their conceptualizations of boundary conditions at the time were fluid and subject to change (p. 184). Indeed, in a later study they noted higher-rank employees “going outside work boundaries to job craft” as a proactive-adaptive move to cope with time limitations in their work context (Berg, Wrzesniewski, et al., 2010, p. 174). Several studies have also recently identified a wide variety of job crafting practices; from broad levels to more specific contextual strategies, and of late, the integration of new job crafting forms into ‘previously existing conceptualizations’ (Lazazzara et al., 2020, p. 6). Thus, further expanding conventional notions of job crafting boundaries to capture the different dimensions associated with these domains. Yet, to date job crafting research has still largely ignored the sociocultural influences and the embeddedness of Smartphones in forms of job crafting. Hence, from this angle, the results of this study provide subtle distinctions in job crafting forms, particularly in areas that have received only cursory attention or have been ignored altogether (i.e., cognitive crafting).

Task and relational boundaries

Perhaps underestimated as a point of interest in the job crafting research, the role of Smartphones in how, when, and where one might shape different aspects of their job is nonetheless

an important consideration in the manifestation of employee work behaviors. Bayer et al. (2015) assert that connecting with others through Smartphones has become a common habitus in social practice “guiding how an individual perceives and engages with the external world” (p. 128). They suggest that through internalization and institutionalization three types of connection cues activate cognitive and behavioral responses to use Smartphones: Technical cues (e.g., notifications, calls, vibrations, etc.), spatial cues (e.g., places, situations, and people), and mental cues (e.g., emotions, motivations, and thoughts) (Bayer et al., 2015). As this study demonstrates, exploring why and how Smartphones is used in the daily work habits of people has provided important insight into these connection cues and situational responses, and thereby, a lens into less visible forms of job crafting.

Previous studies have acknowledged the role of technology in general for enabling time-spatial job crafting in flexible work environments (Wessels et al., 2019); its adoption as a resource (Bruning & Campion, 2018); as either a demand or resource (Derks & Bakker, 2010; Ter Hoeven et al., 2016); and shaping the future of work (Lee, Lee, & Suh, 2018). However, only few studies have offered even a secondary glimpse of the enabling features of Smartphones and its role in job crafting (see Derks & Bakker, 2010; Sturges, 2012). These studies often fail to fully appreciate or empirically investigate these devices as a focal point in job crafting forms despite evidence they seem “to be critical in promoting job crafting behavior... not merely a tool for work, but rather a driver of changes in the nature of work” (Lee et al., 2018).

Summarized in Table 5.3 are the core forms of job crafting associated with the use of Smartphones along with associated activities and descriptions of how the nature of tasks are altered, re-framed, and socially expanded. As one might expect, the variety of techniques within the core areas of job crafting forms manifested by Smartphones were frequently self-initiated,

intentional, transactional, interactive, and practical in nature. What is less telling is the extent to which Smartphones altered the nature of tasks and activities commonly encountered during a normal workday; particularly when there was a high degree of job autonomy vs. regulatory constraints (e.g., policy, OSMA access) concerning Smartphones use. Moreover, although current research has placed greater emphasis on the physical task and relational forms of job crafting (Bruning & Campion, 2018; Niessen et al., 2016), this study captures the unique ways the participants re-framed their perceptions of work to make it more interesting in the completion of tasks and to enhance their social interactions.

Table 5.3: Job crafting forms using Smartphones: Activities & alterations.

Motivations	Contextual and Individual Regulatory Influences	Job Crafting Forms using Smartphones			Contextual & Social Changes	Individual-oriented changes
		Core Forms	Activities	Alterations		
		Task Management	Overseeing tasks through regular communications, monitoring, and attention to urgency. <ul style="list-style-type: none"> • Information & Communications • Monitoring tasks • Urgent tasks 	Changing the nature of how incidental duties, situational undertakings, and project-oriented tasks are managed.		
		Cognition-oriented activities	Reframing the nature of work preparation and engagement in activities <ul style="list-style-type: none"> • Preparation routines • Task engagement • Mental breaks 	Re-framing the nature of tasks to mentally prepare, re-charge, or make tasks more interesting.		
Social Connectedness	Shaping professional networks and maintaining meaningful professional connections to suit individual needs. <ul style="list-style-type: none"> • Group communications • Maintaining meaningful professional connections • Hierarchy of response 	Changing the social boundaries of work and quality of professional relationships.				

Task boundary domain

In the task boundary domain of this study, performing tasks using Smartphones were context specific and varied on a continuum from simple routine to complex project lifecycles and

matters of urgency requiring immediate attention and/or taking precedent over other work tasks. Simple routine forms of task crafting using Smartphones entailed informing others, scheduling, performing discreet tasks, orienting oneself to new locations, and even engaging in self-directed learning. More complex tasks and urgent matters requiring significantly more effort were primarily performed onsite, however, there were also situations in which Smartphones were used in contextually neutral backgrounds and/or at unconventional times (e.g., non-work hours, scheduled time-off) to monitor or address pressing issues (see also Crowe & Middleton, 2012). Forms of job crafting in the task domain using Smartphones were by nature pragmatic and transactional, for example:

- Informing estimated time of arrival, absence, or tardiness
- Making rendezvous plans
- Calendaring big deadlines/upcoming events
- Sharing information
- Scheduling meetings and leisure time
- Taking site photos and uploading to PC
- Seeking work-related information
- Accessing medias related to occupational interests and/or informational needs (Google, Podcasts, streaming videos, etc.)
- Checking and/or responding to emails
- Monitoring case statuses for self & others
- Reporting/receiving updates
- Attending to urgent issues and matters
- Mapping directions
- Checking and/or responding to text messages

These forms of job crafting with Smartphones may seem obvious, but share similarities with the subtle activities categorically identified within the structural (e.g., *prioritizing critical tasks*, *redesigning routine tasks*), social (e.g., *adding non-routine tasks*, *redesigning role tasks*), and personal (e.g. *emphasizing extra role tasks*) levels of task execution identified by Singh and Singh

(2016). They also highlight adaptive moves to overcome practical hurdles and challenges noted by Berg, Wrzesniewski, et al. (2010); although the use of Smartphones in crafting physical tasks was not a focus of either study.

In addition, forms of job crafting related to the *Work Role Expansion* and *Work Organization* classifications of Bruning and Campion (2018) in the crafting of ones work role and resources also coincide with the present study. Although their study did not refer to the use of Smartphones specifically, they do note the use of technology being adopted as a supplemental resource enabling forms of job crafting in “the acquisition of external resources either through actively increasing one’s knowledge or adopting a specific technology that complements one’s work” (p. 510). Noting similar self-initiated elements of work and related activities that were not part of formal job descriptions or expectations, Bruning and Campion (2018) also observed that people actively pursued the organization, management, and completion of work by frequently integrating both personal and work domains when needed.

Moreover, aligned with findings by Bruning and Campion (2018) and Ter Hoeven et al. (2016), the study by Sturges (2012) specifically referred to the use of Smartphones in identifying similar elements related to *Physical Crafting*. Sturges (2012) noted the use of Smartphones in forms of job crafting to manage daily work experiences while blending work and non-work activities outside of the contextual workspace (e.g., *temporal and location crafting*). Likewise, quantitative findings by Ter Hoeven et al. (2016) suggest Smartphones were used as a resource in crafting their accessibility to colleagues when monitoring tasks/projects, providing updates in their absence. These types of physical crafting activities were analogous with the time-spatial crafting described by Wessels et al. (2019) and comparable to the time-spatial physical crafting of task management activities frequently performed by the participants using Smartphones in this study.

Despite the constraints of organization-imposed boundaries, Smartphones enabled some latitude to tend to work activities offsite during unconventional times and places. Thus, at the participants discretion, changing the basic nature of how and when incidental duties, situational undertakings, and project-oriented tasks were managed using the ubiquitous features their Smartphone.

Cognitive task boundary domain

There is still debate surrounding the cognitive task boundary domain which has fundamentally divided research between the two perspectives of the job crafting framework and JD-R model (Dash & Vohra, 2020). Wrzesniewski and Dutton (2001) suggest cognitive crafting entails the psychological process of re-framing aspects of the job; changing how one perceives themselves in their job role in ways that also make their job more meaningful. Hence, taking a broad approach in describing what cognitive forms of job crafting entail without committing specifically to individual strategies involved in the process (Blazejewski & Walker, 2018). Thus, findings in this dimension have been presented in a multitude of novel ways such as redefining “the type/nature of tasks or relationships involved” in the specific context of one’s job; “reframing them as a meaningful whole that positively impacts others rather than remaining a collection of separate tasks;” “reframing the purpose... or work role” of one’s job; or “making one’s work emotionally less intense;” among others (see works cited by Lazazzara et al., 2020, pp. 7-8).

In contrast, the JD-R model proffered by Tims and Bakker (2010) largely ignores this category reasoning “that changing how one views tasks or relationships is not a way to actively change concrete aspects of work” (Lazazzara et al., 2020, p. 2). However, based on measures for cognitive crafting established in the Job Crafting Questionnaire (JCQ) (Slemp & Vella-Brodrick, 2014), De Devotto et al. (2020) “found that cognitive crafting was the most salient dimension of the construct compared to task and relational crafting” (p. 17: see also Niessen et al., 2016). Still,

these studies tend to be appraisal-oriented: focusing broadly on self-reports of how *frequently* individuals *think, reflect, and remind* themselves of the *purpose, significance, and impact* of their work role, contribution to the organization’s success, and value to the broader community (De Devotto et al., 2020). While an important contribution to job crafting research, to the point of Tims and Bakker (2010), these studies do not capture the thought processes involved in more specific activities or strategies guiding behaviors in “*how people do their jobs*” (Niessen et al., 2016; Sackett & M., 2003, p. 31).

These considerations notwithstanding, activities using Smartphones pertaining to the cognitive domain share similar characteristics with the physical task domain (e.g., self-initiated, intentional activities, etc.). Thus, these task domains exhibit synergistic qualities, yet distinct properties; triggered by or working simultaneously with one another. Smartphone use in the physical task boundary domain was perhaps more pragmatic, interpersonal, and transactional in nature. Whereas activities concerning the cognitive task domain appeared to require more complex internal mental effort (e.g., contemplation, sensemaking, concentration, planning, etc.). Hence, forms of job crafting in the cognitive task domain using Smartphones were by nature more volitional and cogitative, for instance:

- Reading topics of interest or current events (e.g., news, feature articles, professional blogs, etc.)
- Listening to Podcasts (e.g., commentaries, serials, etc.)
- Listening to music performing mundane tasks (e.g., mood enhancing, positive affect)
- Multitasking behaviors (e.g., within device, cross-media, and nonmedia)
- Preparation routines (e.g., mind states, planning, assessing daily activities)
- Task engagement (e.g., mental focus, managing cognitive load)
- Mental repose (e.g., changing digital spaces, relax, recharge)

While cognitive task analysis (CTA) was beyond the scope of this study, observing the use of Smartphones in the participants work habits and having the ability to inquire about these behaviors as they occurred in situ provided unique insights into how participants thought about, perceived, and experienced their work-life environments. Thus, like Sturges (2012), offering a lens into the way participants think about and frame their perceptions of what work entails and means to them. This entailed observing the use of Smartphones in the nuances of task engagement, but also considered information volunteered by the participants concerning their use of Smartphones during non-work hours that was seemingly of little consequence to others. Thus, offering additional insight into the cognition-oriented patterns of activity associated with using Smartphones during evening and daily preparation routines to ready their state of mind for work related activities (see crafting forms in other domains Lazazzara et al., 2020; Sturges, 2012). For instance, on occasion participants would check their calendars and emails during the evenings and/or mornings to assess potentially unseen issues concerning their work (e.g., big deadlines, case statuses), to plan, and anticipate their daily activities.

While preparing for work, in transit, and/or before beginning daily work tasks upon arrival to the worksite, participants would also routinely listen to Podcasts on serial topics, scroll through news, and/or other media of personal or professional interest. Expecting to engage in conversations with colleagues and friends, these activities enabled them to stay abreast of current events and matters of mutual interests. Moreover, these types of Smartphones applications induced varying degrees of cogitation, sensemaking, critical thinking, reinforcement of ideals/beliefs, and even humor in how they perceived the world around them (see Box 5.1).

Box 5.1: Vignette: Using Smartphones for cognition-oriented activities

Payton's perspective:

Using Smartphones for cognition-oriented activities shaping how we experience, make sense of, and come to know the world around us.

I mean, besides like text messaging obviously email I'm on a lot. Social media, pod casts – I'm really into podcasts. Like - that's - my headphones are right there [Nodding in the direction of the earbuds]. That's usually like my first half hour of work; like, finishing whatever I was listening to walking in.

I like to think the stuff I'm listening to is, like, enriching my life - maybe it's not [laughter]. But like, for [long pause] news or like podcasts, I'll listen to like, political podcasts...

I think, like for news, like for current issues, that would be more like my Crooked Media podcast... that whole conglomerate of – there are like six of them that I listen to regularly.

So, I get a lot of information from there. I don't know if I should but like, keeping it 1600, I don't know if you've heard of that - like former Obama speech writers and like foreign policies advisors created like Crooked Media and it ended up like "Pod Save America," "Pod Save the World," "Pod Save the People," like, all of those podcasts are all a part of what they call "Crooked Media." so I listen to those.

...well-rounded maybe not so much. I mean, it is very left leaning and, you know, so I - I don't mind it. But yeah, like I do - I recognize like, "Okay, you're going to far" but I mean, I think it does keep me informed, like I mean, they come out with things every day, like they're very - they interview, like, all the right people. I can recognize, like - I agree with you on all these issues, I do, but like - you know, you gotta give credit to the other side at times. Like, you have direct – you know, it's not all as simple as they would make it out to be.

So, I guess in a way it could maybe relate to what I do, but not so much like content but just like "being in the know" "What are the crazies in The White House doing" "will it affect my job at the state" You know things like that. Because you can still – I mean even in those – whether you agree or disagree you're still in your little lawyer hat, right? Of evaluating what's being said ...

Cognition-oriented activities also comprised Smartphone multitasking with cross-media and nonmedia tasks involving varying states of mental focus, or cognitive processes. These types of activities involved listening and/or viewing different types of media while engaging in tasks of low complexity, intensity or perceived as requiring less concentration while performing nonmedia tasks (e.g., manually filing documents) or cross-media tasks (e.g., entering data in a computer database). This is similar to the example of Dery et al. (2014) in which participants engaged “with social media on their iPhone, while keeping an eye on email activity on their blackberry” (p. 11). Findings by Lim and Shim (2016) also suggested different types of multitasking activities using Smartphones may be an inclination of a person’s psychological need “to seek and engage in

effortful thinking” (p. 224). They assert that people with a higher need for cognition-type activities frequently perceived multitasking via Smartphones useful.

Adapting Smartphones to perform tasks concurrently or overlap with other tasks, the participants in this study also used their devices to reduce the monotony of certain task activities to enhance perceptions of efficiency and productivity (e.g., *Riley* perceiving increased speed and productivity in data processing while listening to music). However, when task complexity or intensity was high requiring greater attention and concentration (e.g., reading, writing, synthesizing), these devices were frequently set aside. Moreover, when engaging in tasks of high intensity and/or long duration, participants would switch from the computer screen to their Smartphone as a mechanism for mental repose; enabling participants to engage in mental breaks by briefly changing digital spaces; akin to taking physical breaks.

These type of cognition-oriented activities were similar to findings by Madjar and Shalley (2008) highlighting the importance of individual creativity and possibly more cognitive stimulation when people have the discretion to switch between tasks when certain tasks require focused attention. Likewise, Adler and Benbunan-Fitch (2011) findings also suggest different work demands produce different levels of cognitive arousal. They contend that adding a second task to a task requiring minimal cognitive focus may benefit one’s performance. For example, Lesiuk (2005) found that depending on the nature and intensity of the task; simultaneous use of Smartphones applications, like listening to music (or podcasts), while performing work tasks may enhance a positive affective state for some people. Conversely, if a task requires a high level of mental effort, people may not be able to cope with multitasking activities. Therefore, they inherently make needed adjustments in their use of Smartphone multitasking activities when

processing mixed sets and/or complex levels of information to manage the different levels of cognitive load they experience (Lim & Shim, 2016).

Relational domain

Job crafting forms using Smartphones within the relational boundary are relatively straightforward being that features afforded by these devices inherently support social exchange. What may be less obvious is *how* people use their devices to create a sense of social connectedness within their professional communities. In the relational boundary domain, using Smartphones involves a trifecta of interpersonal, physical, and cognitive task activities related to being socially connected (Bayer, Dal Cin, Campbell, & Panek, 2016; Huynh et al., 2012; Sturges, 2012).

Accordingly, relational forms of job crafting using Smartphones in this study entailed the following:

- Using group communication applications (e.g., GroupMe, Snapchat, etc.)
- Sharing moments through Snapchat
- Using medias of shared interest to stimulate conversations (e.g., Podcasts, ESPN, etc.)
- Prioritizing/Filtering communications based on strength of relationships
- Making group plans for social gatherings while inside the work setting for outside the workplace
- Strengthening professional ties – experiential, intellectual, and emotional bonds
- Expanding or decreasing composition of professional social networks
- Choosing perceived meaningful modes of communication (e.g., text vs. call)
- Helping, sharing information, monitoring tasks for others above normal expectations

Perhaps a slightly different perspective from how Wrzesniewski and Dutton (2001) conceived relational boundaries at the time, these job crafting forms still fit within their description

of “changing the quality and/or amount of interaction with others in the job” (p. 185). What may set Smartphone forms of job crafting apart is the distinction between individual and group interactions; extending relational boundaries to include direct colleagues but also those within the participants professional sphere outside the job (i.e., professionals in similar/different positions within/outside the same industry, clients, etc.). Supported by Smartphones, the participants shaped the scope and nature of their interactions through regular group communications, individual hierarchies of response, and the desire to maintain meaningful professional relationships.

Primarily motivated by the need for social well-being, Bindl et al. (2019) suggests that people with a high need for relatedness are more likely to engage in promotion-oriented relationship crafting, thereby evoking feelings of belonging created through a strong sense of social connectedness (Huynh et al., 2012; Rettie, 2003). A core theme of this research, social connectedness entails the aforementioned socio-cognitive connection cues as well as psychological aspects associated with perceptions of being connected, aware, and within reach of others through technical means (Bayer et al., 2015; Chen & Nath, 2008; Rettie, 2003; van Bel, Smolders, Ijsselsteijn, & Kort, 2009). Huynh et al. (2012) assert that social connectedness is manifested through “human striving for interpersonal attachments, as well as the need to be connected with one’s work and to the values of an organization” (p. 876). They contend that being connected within one’s professional social sphere generates reciprocating feelings of belonging, appreciation, and being valued; identification with the values of others and with the aims and goals of their respective organizations; and experiences of enjoyment and competency in performing work tasks and communications (Huynh et al., 2012).

To this end, the participants in this study used their Smartphone to establish and maintain professional relationships inside and outside their own work environment through regular

communications and participation in casual social activities (see also Sturges, 2012). Setting up their professional contacts using group communications applications (e.g., GroupMe), they made deliberate efforts to establish, maintain, and manage their social networks (e.g., current, and past colleagues, former college peers, and others). Thus, group interactions via Smartphones became the “*primary mode of communication*” (Payton) for staying in touch with other professionals. In doing so, they established a portable means of access to these respective social communities when they or members of these groups embarked on different professional journeys – also a subtle reinforcement of belonging and sense of connectedness within a community (Chayko, 2007).

This was also evidenced in the participants early experiences as new employees with the organization. Being part of a New Employee Orientation cohort enabled opportunities for professional bonding within the organization although not everyone was assigned to the same department or location. Hence, Smartphones became a mechanism for planning social engagements for after work, building rapport, keeping in touch, and sharing experiences of their work-life worlds on a regular basis. Through these regular interactions they reinforced their own attitudes, values, and beliefs while also strengthening professional social ties. While varying levels of professional bonding occurred, as relationships became more established the participants gained a sense of trust, emotional support, psychological safety, and belonging within their social group; often seeking, relying, and reciprocating colleagues’ advice, feedback, and instrumental support. These findings are similar to social support forms of relational job crafting noted in the finding by Kossek, Piszczek, McAlpine, Hammer, and Burke (2016) and Audenaert et al. (2020).

Over time, as the size and composition of these groups changed (e.g., workplace attrition, transfers, locations, life phases, etc.), deliberate group efforts to socialize on occasion sustained these connections. Moreover, participants developing deeper bonds of friendships with individual

members of the group purposefully endeavored to create more meaningful professional relationships via different communication modes on a regular basis. These professional connections (within groups or individual) may or may not exist on the participants' personal social media platforms (e.g., Facebook, Instagram, Twitter, LinkedIn, etc.). However, if they did exist as a social media contact it was not an indication of the value or quality of the relationship. While the participants used these platforms to varying degrees, they placed little emphasis on them as a means of preserving their relationships. Instead, the participants favored making personal contact via Smartphones to call or send text messages to communicate. Staying in touch and connected this way was perceived to be more valuable for making contact; texting still being their primary mode for general communications yet preferring calling as an expressive and meaningful way to interact.

In the same way, the participants also filtered their efforts and actions to respond to others via Smartphones depending on how their colleagues, professional acquaintances, or others fit into their relational hierarchy of social needs. Again, those relationships having deeper social bonds likely merited a quick and timely response to Smartphone communication cues more often than those ranking lower within their social hierarchy; more priority being given to their higher-order relationships with significant meaning than those perceived to inconsequential and/or involving less social risk. These results were also comparable to findings by Mazmanian et al. (2013) in which people managed their "commitment to others by staying in touch with the flow of communication, while also buffering their availability... choosing whether, when, and where to respond to communication" (p. 1341).

In summary, while the focus of this study concerns the role of Smartphones in forms of job crafting practices, several studies noted comparable findings: albeit most sans Smartphones. The

meta-analysis by Lazazzara et al. (2020) provides a window into the variety of ways job crafting forms are conceptualized and actively performed in a wide variety of work and life contexts. Thus, suggesting that job crafting forms are multifaceted and dimensional; a product of the interactions between individual motivations subject to the regulating influences of orientational states and organizational conditions that are increasingly becoming more visible through research. This study expands on potential forms of job crafting from the lens of using Smartphones in these processes, thereby capturing the individual nuances in how people themselves craft their social networks and experience engagement in their work.

JOB CRAFTING SPECIFIC AND GENERAL EFFECTS USING SMARTPHONES

Although the paradoxical nature of Smartphones (e.g., ubiquitous connectivity, flexibility vs. excessive use, distraction) continues to be a subject of scholarly interest, the contradictory qualities inherent in the use of these devices will not be debated here (e.g., Cavazotte et al., 2014; Derks et al., 2015; Dery et al., 2014; Kim & Christensen, 2017; MacCormick et al., 2012; Mazmanian et al., 2013; Ter Hoeven et al., 2016). Rather, the focus of this study was to explore why and how Millennial professionals use their devices in job crafting. Moreover, the aim of this research, was also to understand the distinct role of Smartphones as an instrument in the process of inducing self-initiated job and socially oriented alterations that shape the way people relate to the work they do and interact with others: and subsequently, how the culmination of these processes might foster ones meaning of work and work identity.

So far, the role of Smartphones in the individual motivations, regulating influences, and job crafting practices of Millennial generation participants have been thoroughly discussed and fortified by recent research. Additional explanatory theoretical frameworks have also been used to substantiate the results of this study; highlighting the processes involved in why and how these

professionals might use their devices for job crafting. Thus, in a rare attempt, the following expounds on this deliberation by presenting an interpretative collection of the subtle, nuanced alterations brought about via job crafting using Smartphones that capture the participants active role in creating a fuller experience of work.

Changing the job design and social environment *of* work

When Wrzesniewski and Dutton (2001) first proposed the job crafting framework, they asserted that the nuanced and discretionary behaviors individuals exercised within the physical, cognitive and relational boundary domains (e.g., job crafting practices) “altered the design of the job and the social environment in which he or she works” (p. 180). They defined a job as a “collection of tasks and interpersonal relationships assigned to one person in an organization” (Berg et al., 2008) and postulated that actively crafting these tasks and their work relationships would result in specific effects. References to the specific effects reflected in current research frequently appear to be tacitly understood as a desired state or outcome (e.g., well-being, work engagement, performance, etc.). Few studies, however, capture the actual, collective modifications people make in their job roles *toward* these specific states or outcomes. Instead, these studies tend to tell us “*what kind of job* and personal characteristics lead to *what kind of* psychological states and outcomes [they do] not tell us *why* this would be so” (emphasis original, Schaufeli & Taris, 2014, p. 55).

Failing to distinguish the specific, overall alterations to the job design and social environment of work potentially leading to desired outcomes or states does not render them unworthy of attention. Rather, these explicit alterations provide an important window into how people perceive and experience their work and professional belonging. Synthesizing the data from the analytical themes and sub-themes represented in previous sections helps discern how these

processes tie into individual perceptions and experiences associated with one's professional work and social environments using Smartphones. The summation of these results, (refer to Tables 4.2 & 4.3) presents a qualitative composition of two analytical two core themes: Crafting the experience of engagement and meaningful professional networks.

A popular concept in both academic and practice literature, employee engagement is a latent construct in a state of theoretical refinement (Kwon & Park, 2019; Shuck et al., 2017; Shuck & Reio, 2011). Of note, are the interchangeable labels that have “come to represent frameworks of engagement in the job, at work, or with an organization” (Shuck et al., 2017, p. 269). These labels have lent to a variety of different conceptual and empirical approaches in how theories of engagement are understood and studied (e.g., as an outcome, psychological state, or a process). Most of the research, including job crafting studies, have tended to position the concept of engagement as an outcome; relying on predictive measures to quantify its theoretical constructs to the extent that the measures have almost become tantamount in defining what engagement is “believed to be (i.e., engagement = UWES; Schaufeli et al., 2002)” (Shuck et al., 2017, p. 280).

Indeed, much of the job crafting research appears to be making this same shift with the utilization of the JD-R model in conjunction with the Job Crafting Scale. Perhaps because the JD-R model was born from the concept of burnout to understand its antecedents (Demerouti et al., 2001; Schaufeli & Taris, 2014) and then used as a model to define and test *work engagement* as the antipode of burnout; further defining and operationalizing the concept using the UWES (Schaufeli & Bakker Arnold, 2004; Schaufeli, Salanova, González-romá, & Bakker, 2002). Here, *work engagement* was defined as a “positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption” (Schaufeli et al., 2002, p. 74; Shuck et al., 2016). The concept of job crafting introduced by Wrzesniewski and Dutton (2001) was then framed into the

JD-R model to describe the self-initiated changes (i.e., proactive behaviors) in the level of job demands and job resources and subsequently validated by the Job Crafting Scale (Tims & Bakker, 2010; Tims et al., 2012). Thus, leading to a predominate stream of research concerning job crafting and *work engagement* with fundamentally different definitions, focal points, measurements, and approaches than that of the original job crafting framework (Wrzesniewski & Dutton, 2001) and *employee engagement* in general (Bakker Arnold & Albrecht, 2018; Schaufeli & Taris, 2014; Shuck et al., 2017).

While these studies have contributed extensively to our evolving knowledge about engagement and few dispute the benefits of engaged employees in achieving organizational and performance outcomes (Bakker Arnold, Tims, & Derks, 2012; Shuck, 2011; Shuck & Wollard, 2010), how the conditions and states of employee engagement are manifested is less understood. Little attention has been given to deepen our understanding of the psychological states and conditions involved in the experience of engagement at the individual-level: despite repeated calls for more qualitative inquiry as a means for adding profundity and meaning to our current knowledge and conceptualizations of engagement (Shuck, 2012; cf. Shuck et al., 2017).

Taking a closer look, Table 5.4 depicts a qualitative interpretation of the participants' energies directed toward making subtle, nuanced alterations in the job and social environment of work. Thus, elucidating the states and conditions associated with the manifestations and subdimensions of employee engagement defined and framed by Shuck et al. (2017) and Shuck et al. (2016). This synopsis aligns with individual-level, psychological states of engagement experienced during the fluctuations of daily work tasks and interactions undertaken in current research (Bakker Arnold & Albrecht, 2018; Kahn, 1990; Saks, 2006; Shuck, 2011; Shuck et al., 2017; Shuck & Wollard, 2010). It also parallels the job crafting framework; highlighting the

extent to which “employees bring a full range of cognitive, emotional, and physical energies into their work roles that combine to distinguish the experience of being engaged” (Shuck et al., 2016, p. 956; Wrzesniewski & Dutton, 2001) within the work setting, neutral contexts, and one’s professional social sphere of influence manifested through the use of Smartphones.

Taken together, these energies create the conditions and individual states underlying the subjective experience of employee engagement. Viewed through the lens of Smartphones, the job crafting energies exhibited here demonstrate how these devices support the “formation of employee engagement... expressed cognitively, emotionally, and eventually through the manifestation of behavioral intention” (Shuck et al., 2016, p. 267; Shuck & Wollard, 2010). So, while people may express vigor, absorption, and dedication in their work tasks and activities not all tasks and activities are created equal in perceived value or interest, nor do they require the same levels of constant energy.

Table 5.4: The energies directed toward creating states and conditions associated with the psychological subdimensions and manifestations of employee engagement.

The Role of Smartphones in the Subdimensions and Manifestations Associated with the Experience of Employee Engagement			
Employee engagement is defined “as a <i>positive, active, work-related psychological state</i> operationalized by the <i>maintenance, intensity and direction of cognitive, emotional and behavioral energy</i> ” (Shuck et al., 2016, pp. 956-957; Shuck et al., 2017, pp. 269, emphasis original)			
Subdimensions	Manifestations of employee engagement	States/Conditions	Energies: Subtle, nuanced alterations via Smartphones
Cognitive Engagement	<p>Defined as the intensity of mental energy expressed toward positive organizational outcomes.</p> <p>Characterized by an employee’s expression of focus and attention as well as concentration toward work-related tasks, experiences, and contexts.</p> <p>Example: Cognitively engaged employees would be proportionately concentrated, focused, and attentive toward work-related experiences (i.e., his or her work, his or her job, or within the active role of working).</p>	Competence & Productivity	<ul style="list-style-type: none"> • Work preparation routines – In the home space, traveling to, and settling into workspace. • Task intensity and duration – Changing digital spaces mental breaks/repose. • Smartphones multitasking with cross-media and nonmedia tasks involving varying states of mental focus, or cognitive processes. • Adapting Smartphones to perform tasks concurrently or overlap with other tasks. • Using Smartphones to reduce the monotony of certain task activities to enhance perceptions of efficiency and productivity.
Emotional Engagement	<p>Defined as the intensity and willingness to invest emotionality toward positive organizational outcomes.</p> <p>Characterized by an employee’s offering of emotionally connected, personal resources, such as believing in, feeling a sense of personal meaning toward, and being emotionally connected, to a situation, person, or context within the full experience of work.</p> <p>Example: Emotionally engaged employees would say they <i>believe</i> in the mission and purpose of their organization and that the organization has a great deal of <i>personal meaning</i> to them.</p>	Connectedness & Professional Bonding	<ul style="list-style-type: none"> • Professional sphere of influence - Expanding social environment <i>at</i> work to the social environment <i>of</i> work, • Extending relational boundaries to include direct colleagues and those within one’s professional sphere outside the job environment. • Social Connectedness/relatedness – increased sense of belonging and social well-being. • Maintaining meaningful professional connections – creating an emotional bond through social interactions and relationships suitable to the social requirements, preferences, and need of the individual.
Behavioral Engagement	<p>Defined as the psychological state of intention to behave in a manner that positively affects performance.</p> <p>Characterized by an employee’s willingness to put in extra effort, work harder for their team and organization, and do more than is expected.</p> <p>Example: Behaviorally engaged employees see themselves as psychologically <i>willing</i> to give more and <i>often</i> going above and beyond in a way that characterizes their forward movement.</p>	Autonomy & Contribution	<ul style="list-style-type: none"> • Increased level of discretionary effort – managing work/non-work tasks to suit professional and personal needs. • Going about and beyond normal job expectations and responsibilities – making oneself available during non-work hours and/or scheduled time off. • Professional accountability - Monitoring important/urgent tasks.

For instance, job crafting energies manifested using Smartphones within the cognitive subdomain involve the ebb and flow of task intensity and duration; varying states of mental focus; multi-tasking with cross media and nonmedia; and mental preparation routines enhancing a sense of competence and productivity. Within the emotional subdomain, these energies are directed toward the social sphere; expanding outside the environment *at work* to include settings and interactions of a social nature; deepening and strengthening professional ties that are meaningful; and enhancing a sense of connectedness and social bonding within the scope of one's profession. In the behavioral subdimension, job crafting energies are expressed in the exercise of discretionary effort, the integration and management of work/non-work tasks in work and life domains to suit both professional and personal needs; demonstrating professional accountability and prudence; and a willingness to go beyond normal job expectations and responsibilities when deemed necessary while using the Smartphone as an additional resource in the performance of these activities.

The collective influences and processes involved in job crafting activities using Smartphones, support the cognitive and emotional "appraisals connected to both lived and future-expected experiences used in the development of schema that inform decision making about in-the-moment behaviors" asserted by Shuck et al. (2017). These two subdimensions are in continual flux, "bidirectional and interdependent, each appraisal relying on the other, developing toward purposeful and intentional work behavior" (Shuck et al., 2017, p. 268). Thus, enhancing the subjective experience of performing work tasks and interacting with others by directing the desired amount of intensity and energy needed toward the work they do. Therefore, reinforcing the perception that one's contribution and influence has value, purpose, and is meaningful; the

underlying self-expressions of meaning of work and work identity (Albrecht, 2013; Shuck, Roberts, & Zigarmi, 2018).

Changes in meaning of work and work identity

At this point in the discourse, the role of Smartphones in job crafting related to each of the nomological constructs of the job crafting framework has provided insight into the self-initiated changes these Millennials made to improve their experience of work and professional relationships. Wrzesniewski and Dutton (2001) assert that the general effects of these changes enable people to “reframe the purpose of the job and experience the work differently” (p. 186) in ways that foster their work identity and meaning in what they do. Therefore, this last construct focuses on the culmination of the conceptual elements of the job crafting framework resulting in more general effects concerning the role of Smartphones in the ongoing construction of work identity and meaning of work.

Numerous studies have reported on the habits, behaviors, attributes, characteristics, etc. of Millennials to great debate, however, this research concerns itself more with the role of Smartphones in Millennials job crafting and how this process prompts work-related changes and finally, fosters work identity and meaning. While identity aspects (e.g., attributes, beliefs, values, etc.) were considered in the final aggregation of data and analysis for this construct, they are not intended to suggest they are representative of the Millennial generational cohort. Nor are Smartphones viewed as a determinant of their work identity or the meaning they ascribe to work. Rather, the aim of this study was to gain a better understanding of the Millennial professional participants’ firsthand experience using Smartphones to understand why and how they use these devices in job crafting; how they make changes in their job and social environment; and how these changes may foster work identity and meaning.

The following discourse, therefore, considers how these participants view themselves as professionals and what is important to them in their experiences of work within the broader context of job crafting and the sociocultural influences and embeddedness of Smartphones. Thereby extending the conversation concerning the *specific* effects of job crafting using Smartphones; meaningful professional relationships and engagement, viewed as “the extent to which we relate to the work we do” to the *general* effects of meaning in “how much the work reflects who we are” (Chalofsky & Cavallaro, 2013, p. 332). Hence, moving from the appraisal states of the experience of engagement to the sociocultural influences and embeddedness of Smartphones shaping the development and embodiment of work identity and meaning of work.

Framed within the scope and influence of one’s cultural context (e.g., family, class, education, etc.), the meaning of work is socially constructed and expressed in how one thinks, feels, and believes about work (Watson, 2012). Relative to the analysis and results of this study then, the meaning of work refers to the underlying psychological states (e.g., motivations) and social mechanisms (e.g., societal, cultural, technical [Smartphones], etc.) influencing how individuals form their mental frames and notions of work. From this lens, individuals connect the mental representations they hold about work to understand and make sense of their experiences of work. In this regard, at the root of one’s meaning of work are the deeply internalized social constructions making up one’s beliefs and values about work intertwined with how one perceives and embodies their work identity in the context of their occupational role, the work environment, and associated professional community (Ardichvili & Kuchinke, 2009; Martela & Pessi, 2018; Rosso, Dekas, & Wrzesniewski, 2010). Thus, defining what work is to them based on the inner and external influences shaping their conceptions of work and work identity.

The concept of identity is regarded as comprising two parts: One's personal identity, referring to the unique personal attributes that make one distinct from others; and social identities which refer to the "cultural or discursive notions of who or what any individual might be" (Watson, 2012, p. 332). From a social constructivist perspective, Alvesson et al. (2008) asserts, that personal identities are created and given substance through an ongoing negotiation of embodied interactions that "draw on available social discourses or narratives about who one can be and how one should act" (p. 11). Thus, how we come to understand and define ourselves is shaped in subtle and indirect ways "by larger cultural and historical formations, which supply much of our identity vocabularies, norms, pressures and solutions" (Alvesson et al., 2008, p. 11).

Investigative studies concerning identity in organizations tend to involve three metatheoretical orientations: A predominant functionalist orientation (e.g., cause and effect), an interpretive orientation (e.g., interactional process), or a critical orientation (e.g., power tensions) (Alvesson et al., 2008; Ashforth & Schinoff, 2016). To understand the social construction of work identity and meaning of work, this study therefore positions the concept of identity in the interpretive orientation. This being, how these participants crafted their identities through their interactions interwoven "with narratives of self in concert with others and out of the diverse contextual resources within their reach... unfolding the dynamic relationship between self, work, and organization." (Alvesson et al., 2008, p. 8).

Work identity is a distinctive aspect of one's identities stemming from the negotiation "between people's internal self-identities and the external social identities to which they relate" (Watson, 2012, p. 123). To reiterate the notion of work identity by Walsh and Gordon (2008), one's work-based self-concept is constituted from "a combination of organizational, occupational, and other identities, that shapes the roles individuals adopt and the corresponding ways they

behave when performing their work in the context of their jobs and/or careers” (p. 47). Ashforth and Schinoff (2016) describes the construction of work identity as a process “through which actors come to define who they are” (p. 113). Also referred to as identity work by Alvesson et al. (2008), to illustrate the “active ‘work’ which people do on their identities” (Watson, 2008, p. 125).

Watson (2008) explains:

Identity work involves the mutually constitutive processes whereby people strive to shape a relatively coherent and distinctive notion of personal self-identity and struggle to come to terms with and, within limits, to influence the various social-identities which pertain to them in the various milieux in which they live their lives (p. 129, emphasis original).

Therefore development and embodiment of work identity and meaning pertaining to the result of this study is viewed as a multifaceted, ongoing, discursive negotiation between “one’s internal drives and interests but also...[the] complex interplay of such factors with multiple external factors” (Ardichvili & Kuchinke, 2009, p. 159).

Similar to identity work conceptualized by Sveningsson and Alvesson (2003), this study captured five stages in the formative development of work identity but also considers how this constructive process might also form work meaning. Table 5.5 offers an interpretive representation the formation of work identity and meaning viewed from the lens of sociocultural influences and embeddedness of Smartphones. This endeavor is intended to illustrate how identity work might shape one’s work-based self-concept and meaning of work based on the data analysis of this study, therefore, is necessarily open, and adaptable for development through future research and discovery.

Table 5.5: Embodying work identity and meaning: Five stages of formative development viewed from the lens of sociocultural influences and embeddedness of Smartphones.

Changes to the Meaning of Work & Work Identity Manifested by Smartphones				
<p style="text-align: center;">Motivations</p> <p style="text-align: center;">Individual & Contextual Regulating influences</p> <p style="text-align: center;">Job Crafting Practices: Physical * Cognitive * Relational</p> <p style="text-align: center;">Changes to the Job Design & Social Environment of Work</p>	<p>Embodying Work Identity and Meaning: Five Stages of Formative Development</p>		<p>Sociocultural influences & embeddedness of MSP: Norms, beliefs, values, traditions shaping work identity and meaning</p>	
	<p>Motivations</p>	<p><i>Forming</i> work identity & meaning</p>	<p><i>Who am I What I want to be</i></p>	<p>Personal & Social Identities: Personal histories shaping world views, values, beliefs, motivations (e.g., family ties, education, life experiences, embeddedness of Smartphones in society supports work-life integration, positive self-presentation, social well-being)</p>
	<p>Self-Concept</p>	<p><i>Framing</i> work identity & meaning</p>	<p><i>How I perceive myself</i></p>	<p>Self & social definitions: Developing self-concept and awareness through reflexivity of professional attributes (e.g., generational, occupational, and other social influences. Smartphones in society, pragmatic need, increasing dependence on devices, social acceptance, etiquette normalizing use)</p>
	<p>Persona/Image</p>	<p><i>Reinforcing</i> work identity & meaning</p>	<p><i>How I want others to see me</i></p>	<p>Impression management: The desire to be seen by others as one sees themselves professionally (e.g., performing/re-performing notions of professionalism, institutional/occupational norms, positive vs. negative use of MSP; breaking stereotypes vs. demonstrating dedication regulating use of Smartphones)</p>
	<p>Performance</p>	<p><i>Affirming</i> work identity & meaning</p>	<p><i>Proving who I am and what I can do</i></p>	<p>Self-presentation and expression: Projecting ones perceived desirable professional self. (e.g., seeking professional acceptance, valuing feedback, learning experiences, overcoming professional challenges, demonstrating professional competencies via Smartphones)</p>
	<p>Internalization</p>	<p><i>Validating</i> work identity & meaning</p>	<p><i>How I work and feel about my work</i></p>	<p>Capability and purpose: Recognizing professional self-worth (e.g., transitioning job centrality, exploring career paths, recognizing professional development needs, maintaining meaningful relationships supported by Smartphones)</p>
	<p>Personification</p>	<p><i>Ascribing</i> work identity & meaning</p>	<p><i>Becoming my perceived self & purpose in work</i></p>	<p>Significance & meaning: Seeking meaningful experiences & impact (e.g., beneficence & value, sense of overall well-being, achieving desired level of social belonging in the professional community, conscientiousness & accountability supported by Smartphones)</p>

Central to the formation of work identity and meaning were the participants personal histories and the embeddedness of Smartphones in daily life and society in general, shaping their world views, values, and beliefs but also their motivations toward a future *possible self* (i.e., *who am I and what I want to be* or the desired or undesired ‘feared’ self) (Ashforth & Schinoff, 2016). The motivations in the formation of work identity and meaning were exemplified by participants in how they voiced valuing close family ties and meaningful friendships. They enjoyed talking about the display of artifacts around their workspaces that held emotional significance to them, i.e., family photos, college graduation, alma mater mementos (Sydney, Payton, Averil) and even their grandfather’s lunch box (Jaidyn). They also shared notions of work ethic rooted in their upbringing: “*I was raised by marines... ‘you are at work; you do work kind of thing.’*” (Jaidyn); and spoke of educational and other life experiences influencing their interests in choosing their present career path: “*I’ve always wanted to be...*” (Payton); “*I grew up thinking that’s what I wanted to be... but ended up switching...*” (Averil). Thereby crafting “a self-narrative by drawing on cultural resources as well as memories and desires to reproduce or transform their sense of self” (Alvesson et al., 2008, p. 15).

These professionals also told of how and when they were first introduced to mobile technologies: “*I feel like I’ve always had a Smartphone*” (Payton); “*I didn’t get a Smartphone until... the end of college*” (Sydney); their allegiance to a brand: “*I grew up on Apple products*”(Averil); dependence: “*I wouldn’t say I am addicted but I think it’s definitely... a necessity.*” (Averil); “*I would say I’m more dependent.*” (Riley); family and peer effects: “*Like parents... who are just always on their phone around their kids... ‘let’s not do that.’*” (Jaidyn); “*for the most part everyone around the office has pretty tight boundaries... so they will rarely respond in the evenings*” (Sydney); and organizational culture and constraints.

These devices supported their need to routinely engage in regular communications with friends, colleagues, parents, siblings, and other family members on a daily or weekly basis during or immediately after normal work hours: *“just to keep tabs on what's going on in our worlds”* (Sydney). Although they could use their office phones, they primarily chose to use their Smartphone; even opting out of owning a residence landline phone. After all, these devices held all their contact information, a gateway to their sense of belonging and social well-being. Smartphones made it easier to manage their life-work activities simultaneously: finding information, navigating, making financial transactions, scheduling leisure time, conducting personal (and professional) business, and making calls while traveling: *“When you're on the road...our cell phones all you have these days”* (Jaidyn) indicating public phone booths have become largely obsolete in western society. Thus, as a conduit to satisfying their basic motivational needs for work/life integration, self-presentation, and social well-being, the embeddedness of Smartphones contributed to the emotional and cognitive formation of how these professionals expressed their personal and social identities through their work/life world views: *“It's my only source of communication with the outside world.”* (Ryley); *“It's your connection to the outside world; It's my way of being”* (Averil). It is this culmination of contextual and (intra)interpersonal experiences, interactions, and negotiations between the personal-social identity relationship from which work identity and meaning is formed, framed, shaped, validated, and ascribed in an enduring state of development.

Chalofsky and Cavallaro (2013) assert that “work is who we are, it is part of our identity; how we see ourselves” (p.334), and that “we strive for meaning and purpose in and through our work, our relationships, our connections to our communities, and in how we play out our values and beliefs in our lives” (p. 338). Thus, how we think about, experience, and express our

personal and social identities also form the basis of how we frame, reinforce, affirm, internalize and personify our embodiment of work identity and meaning (Ashforth & Schinoff, 2016; Chalofsky & Cavallaro, 2013).

To explicate this point, Table 5.6 provides a summary of the participants collective, reflexive expressions of self and social definitions of being a professional (e.g., how I perceive myself). How they reinforce their work-related *self-concept* by projecting a *persona/image* exemplifying the attributes they believe valuable to their professional collective and organization (e.g., how I want others to see me). Finally, *affirming* their work identity and meaning through their performance (e.g., proving who I am and what I can do), highlighting the affective, behavioral, and cognitive aspects at play within personal-social identity relationship in becoming a professional (Ashforth & Schinoff, 2016).

Table 5.6: Summary of millennial professional participants’ collective expressions framing, reinforcing, and affirming work identity and meaning.

Self-Concept: Framing <i>(how I perceive myself)</i>		Persona/Image: Reinforcing <i>(how I want others to see me)</i>	Performance: Affirming <i>(Proving who I am and what I can do)</i>
<i>I am:</i>		<i>I like/value:</i>	<i>I do:</i>
Confident	Ethical	Being an advocate	Overcome professional challenges
Knowledgeable	Courteous	Being a learner	Seek feedback
Outgoing	Responsive	Being a hard worker	Build credibility
Proactive	Helpful	Being a good steward	Demonstrate competencies
Accountable	Positive	Being a team player	Foster professional reputation

This example aligns with assertions by Ashforth and Schinoff (2016) that “individuals can feel (i.e., I like and value this identity), behave (i.e., I “do” this identity), and/or think (i.e., I “am” this identity)” (p. 121). Framing their work self-concept and reinforcing their persona, these professionals often used personal and reflexive pronouns (e.g., cognitive: *I am, I see myself as,*

etc.) to describe positive attributes they believed themselves to be but were also synonymous with the positive attributes and values they perceived to be salient (and expected) in their profession and within their organization (e.g., affective - explicit or implied: *I feel like I am, I like being*, etc.) Thus, presenting and expressing behaviors they internalized as part of their personal identities, but also enacting social identities they believe affirm their self-concept as a professional within their collective context (e.g., behavioral - explicit or implied: *I do, I can, I try*, etc.). Smartphones play a supporting role in this process in the ways the participants feel about, perceive, and use these devices in their daily lives. For instance:

- “*I wouldn’t say I’m addicted*” [I am dependent on them].
- “*They are a necessity*” [I feel/value security].
- “*I do everything on them*” [I can meet my personal and professional needs].
- “*My only source of communication with the outside world*” [This is important to me].
- “*What defines me most is my relationships with other people in my life*”; “*I don’t think that’s an accurate presentation of who I am as a professional*” [who I am and/or who I am not – desired/undesired self-].

These identities are fluid, however, and when mismatches between self-understandings and social ideals occur, more conscious, concentrated efforts toward constructing a desirable work identity are made (Alvesson et al., 2008, p. 15; Ashforth & Schinoff, 2016). For instance, the professionals in this study (and even non-participants during the recruitment process) expressed sensitivities to what they believed was an inaccurate characterization of the Millennial generation often depicted in the mainstream media (see finding by Van Dellen, 2019). They were carefully aware of the stigma and stereotypes associated with their generational cohort and its association with Smartphones: *There are so many negative things attached to someone my age being tied to their phone.*” (Jaidyn). Feeling the need to work harder and prove themselves worthy and

professionally credible, these participants took issue with the implication that Smartphones is what defines them personally and professionally, As Sydney stated earlier:

I don't want to look like I am just another Millennial... glued to my phone because I don't think that's – looks very professional in most peoples' opinions... I don't think that's an accurate presentation of who I am as a professional.

To re-align their self-concept and reinforce a positive persona/image they frequently regulated their use of Smartphones to perform in ways they perceived to be professionally acceptable among their peers, different generational cohorts, and within the sociocultural structures of the workplace. Thus, supporting forms of identity work also found by McInnes and Corlett (2012) illustrating individual efforts in the negotiation and internalization of self-ascribed identity positions and the “prevailing discourses and local ideational notions of who people are” (p. 27) in the construction of work identity and meaning.

Ashforth and Schinoff (2016) also note, since “individuals tend to gravitate toward interests and identities that they can effectively enact... the more likely they are to *internalize* that identity as a legitimate definition of self” (p. 122). Internalizing aspects of work identity and meaning is a process of substantiating and recognizing one’s sense of professional self-worth, capability, and purpose (e.g., how I work and feel about my work). Although the participants in this study were at the beginning stages of their careers, they validated their work identity and meaning by how they felt about their work in relation to other aspects of their life, values, and beliefs (e.g., work centrality; meaningful relationships; work-life responsibilities): *“I’ve always been pretty upfront with this – I am working to live not living to work... what defines me most is my relationships with other people in my life”* (Sydney); *“Work is not just something you do so you can survive... God put you on this earth to do work too so it’s one way to honor God is with the quality of work you do”* (Jaidyn).

Smartphones supported this process of internalization and validation in how they perceived and presented themselves congruent to their values and interests as a professional: *“I know that I am younger so I want to come across like a little more professional and older and trustworthy especially with my clients. So... I'm not going to be bringing my phone around”* (Sydney); Being in the ‘know’: *“I like to know what’s going on... to be connected. If people need my help I have to respond right away.”* (Averil); and establishing and maintaining meaningful professional relationships:

The way the office works they hire... a class of new graduates every year so I was a part of that class ... we have like a GroupMe messaging ...so we'll like talk and stuff and do happy hours and hang out outside the office....everyone else is spread out so I keep in touch with them that way.” (Payton)

Moreover, each participant saw their work as being important and themselves as being part of an integrated whole: *“It’s the work that we do that affects a lot of people... I just think that’s really important”* (Payton); yet they viewed their current role as a ‘steppingstone’ experience to future career possibilities: *“I don’t know how long I will be doing it but I’m getting good experience”* (Payton); *“I’ve been thinking more about my job search and there’s... some competing factors and definitely...one of the competing factors is that I haven’t done everything that I can do here yet.”* (Averil). Hence, envisioning and devising career plans based on how they perceived themselves to be in the present and how they needed to develop to become the *personification* of their future professional self.

Stuff we do here in [...]... eventually it impacts other people and so I think I would just like to be on a bigger stage doing it – not necessarily like, ‘Oh, I want glory and fame.’ I just want to be a part of the bigger conversation.” – Averil

Thus, these participants did not perceive themselves as ‘having arrived’ as professionals, but rather on a path of fluid, continual development in the social construction and embodiment of work identity and meaning.

The role of Smartphones was manifested in this process in how the participants ascribed and enacted the significance of their work: *“Especially as a young person it shows that you're dedicated to what you're doing and that you're thinking about it while you're not at work... that you're responsible by following up.”* (Sydney); beneficence & value in what they do: *“It's very important to me to be responsive...to reach me anytime, anywhere with anything. I'm happy to help.”* (Averil); their sense of social belonging within their professional communities: *“I like all these group messages I'm in; they help me keep in touch.”* (Sydney); and aspirations for future career growth (e.g., *Averil discussing career development experiences and advice with a veteran professional outside the organization*).

Although work identity and meaning are decidedly subjective and individual, the job crafting behaviors of the Millennial professionals in this study exemplify the sociocultural influences and embeddedness of Smartphones manifested in the negotiation of their work identity and meaning. Work identity being brought about by the ongoing negotiation between the personal-social identity relationship intertwined with the psychological states, sociocultural context, and embeddedness of Smartphones in daily life; thus, influencing the mental frames and notions of work in the process of becoming a professional. While a subjective interpretation opened to future research, these results illustrate the role of Smartphones in the active, interactional, and ongoing process of ones sensemaking: creating and ascribing meaning in the ways people view and experience their work-life worlds.

IMPLICATIONS FOR HRD RESEARCH AND PRACTICE

The aim of this study was to explore the role of Smartphones in Millennials job crafting behaviors in a public sector agency to understand why and how these individuals use their devices in their daily activities. Through a thorough and rigorous analysis, this qualitative inquiry produced valuable insights into the motivations, regulating influences, and job crafting behaviors manifested in the everyday use of Smartphones in the workplace; shaping how work and the social environment of work is experienced. Moreover, how the culmination of these experiences contributes to the ongoing construction and embodiment of work identity and meaning. Relevant to the results of this study, are several theoretical and practical implications for the discipline and practice of HRD.

Theoretical implications:

The prevailing literature in job crafting theory and empirical studies using the job crafting framework to conceptualize the active behaviors of individuals in modifying their job design is representative of a still emerging construct since its first introduction by Wrzesniewski and Dutton (2001). A few early studies on job crafting were primarily qualitative until Tims and Bakker (2010) proposed “a job demands-resources (JD-R) perspective in job crafting research” (p.3) to better fit the concept of job crafting within job design theory (Note: the JD-R model was introduced earlier as a framework for burnout/engagement by Demerouti et al., 2001). Subsequently, the introduction of the Job Crafting Scale introduced by Tims et al. (2012) was used as a measure in relation to the JD-R model to investigate the outcomes and consequences of job crafting behaviors. From that point on, the job crafting framework and the JD-R model have dominated the empirical research on job crafting and, in the process, created two separate streams of research with fundamentally different definitions, aims, focal points, measurements, and

approaches (e.g., job crafting framework: Work identity & meaning vs. JD-R: Work engagement). Thus, as represented in recent literature reviews (see Lazazzara et al., 2020; Lee & Lee, 2018; Rudolph et al., 2017; Zhang & Parker, 2019), the unification the concept has been difficult; leaving the body of research on job crafting theory and research markedly fragmented.

The job crafting framework and the JD-R model have added to the body of knowledge on job crafting and our understanding of the active role individuals take in the performance of their job. Yet, the distinctions between theoretical perspectives indicate that the constructs of job crafting are at a theoretical crossroad, requiring greater attention to its definitional and conceptual positioning. While both the job crafting framework and JD-R model do offer advantages in that they are broad and flexible in their application to a variety of work contexts, each framework also carries with them heuristic assumptions concerning the processes involved in job crafting, its outcomes, consequences, and impact on individuals in the workplace. Thus, as in the case of this study, requiring additional, explanatory theoretical frameworks (i.e., RFT, SDT, etc.) to logically support job crafting as it is conceptualized within a particular framework, particularly concerning the use of Smartphones and similar technologies. This is not necessarily a negative aspect because it is beneficial in lending credibility and trustworthiness in support of the analysis and study results representative of the nomological constructs in the job crafting framework. Doing so, opens-up implications and possibilities in the exploration of other concepts applicable to the use of Smartphones, such as work/life integration, self-presentation, social well-being, and so on.

For instance, the hedonic and eudaimonic motivations associated with a person's overall sense of subjective and psychological well-being draws attention to the lack of studies addressing the core motivations associated with of the job crafting framework, much less regarding using Smartphones. Studies addressing well-being tend to position the concept as an outcome of

conditions rather than the hedonic and eudaimonic needs that underly individual motivation with a few exceptions (see examples Berg, Grant, et al., 2010; Bindl et al., 2019; Boehnlein & Baum, 2020; Slemp & Vella-Brodrick, 2014; van den Heuvel et al., 2015). Few studies concerning job crafting attempt to address the concept of well-being supported by Smartphones, either explicitly or implicitly, as a potential motivational antecedent stimulating behavior toward job crafting practices.

This may be largely due to the neglect in examining individual motivations to job craft in general; but may also be the result of divergent conceptual perspectives on well-being in the literature, problems identifying antecedents, both personal and contextual, a variety of available measures, and varying aims of research (Oliveira, Gomide Júnior, & Poli, 2020, p. 5). It may also suggest some bidirectional properties of hedonia and eudaimonia related to job crafting motivation, practices, and outcome indicators supporting both subjective and psychological well-being. Granted, the concept of well-being is a complex construct, nevertheless, it opens immense opportunity for HRD researchers, particularly concerning social interactions that are significantly mediated by Smartphones. Thus, the body of HRD research stands to benefit greatly with more studies concerning the hedonic and eudaimonic motivations of job crafting in relation to different dimensions of subjective and psychological well-being supported by Smartphones and similar technologies.

While there are advantages and disadvantages using either the original job crafting framework or the JD-R model, most empirical studies on job crafting do not tell us “whether any benefits of job crafting derive from substantive changes in the work itself or mainly from involvement in the process of making those changes” (Oldham & Hackman, 2010, p. 471). This is particularly the case in relation to the use of Smartphones in the performance of work activities.

Few studies fully capture the aim of the original job crafting theory proposed by Wrzesniewski and Dutton (2001) exploring and linking the nomological constructs to the socio-cultural and technological influences on work identity and meaning. These are significant aspects pertaining to the job crafting framework that are also largely ignored in the JD-R model research but are particularly salient for HRD researchers if we are to understand the social, cultural, technological influences in the changing nature of work, human agency, and the development of work identity and meaning.

Furthermore, as evidenced in the body of empirical research over the last decade, there is an unequivocal reliance on predictive measures of job crafting to quantify the theoretical constructs of the JD-R model to the extent that this framework and its measures (i.e., Job Crafting Scale) are becoming synonymous with what job crafting is believed to be and how it should be studied. This signals a caution to scholars as they move forward in their research utilizing the concept of job crafting as a theoretical framework to guide their study. While the outcomes associated with empirical research using the JD-R model have important implications for research and practice, the model provides limited understanding of the motivations involved in how employees experience their work tasks and environment, interact professionally, or develop work identity and meaning, particularly regarding Smartphones that could be considered a resource and/or demand in these processes. All of which should be of primary concern in the furtherance of HRD research (Chalofsky & Cavallaro, 2013; Kuchinke, 2013; Kuchinke et al., 2011).

Despite the benefits and outcomes of job crafting evidenced in empirical research across disciplines and HRD scholar appeals for further research concerning work identity and meaning; HRD research concerning job crafting as a theoretical approach to explore these concepts and others has fallen behind. At the time of this writing, there are only two articles concerning job

crafting theory represented in AHRD sponsored journals: *Job crafting and performance: Literature review and implications for HRD* (Lee & Lee, 2018) in HRDR and *Personal growth initiative as a predictor of psychological empowerment: The mediating role of job crafting* (Matsuo, 2019) in HRDQ. Studies using the job crafting framework to explore Smartphone and similar technologies in the workplace are largely absent in the body of current HRD research. Thus, opening the door of opportunity to diversify methodological approaches in the exploration of the nomological constructs of job crafting theory and diverse mobile technologies in future studies situated in HRD.

Drawing on the job crafting framework of Wrzesniewski and Dutton (2001), this study provides empirical value to the HRD literature on job crafting from the lens of Smartphones; capturing the role of Smartphones in the individual, micro level manifestations of job crafting behaviors that alter the experience and social environment of work. Applying the nomological constructs outlined in the original job crafting framework made visible the motivations, perceptions, behaviors, and contextual influences prompting and restraining individual job crafting using Smartphones. Thereby providing a small window into how work and the social environment is experienced and work identity and meaning develop; an important concern of HRD in the future of work. Nevertheless, the lack of research in HRD concerning job crafting theory from the lens of using Smartphones provides a significant opportunity for future research, including but not limited to:

- Conducting an integrative literature review: moving toward the development of the definitional and conceptual positioning of job crafting theory that includes consideration of the technological influences of Smartphones and similar technologies.
- Integrating greater diversity and application of methodological approaches in job crafting studies to include Smartphones and similar technologies.

- Exploring individual hedonic and eudaimonic motivations concerning the multi-dimensional aspects of well-being in relations to Smartphones and job crafting.
- Expanding the concept of job crafting research to explore crafting behaviors integrating other life domains, cultures, and generations and their use of Smartphones.
- Continuing research on the sociocultural and technological influences of Smartphones on job crafting in the experience of work, work identity, and work meaning.
- Exploring critical perspectives concerning the use of Smartphones in job crafting related to the development of work identity and meaning of work.
- Examining job crafting behaviors in the changing nature of work and working using Smartphones and similar technologies (i.e., in a gig economy, among a contingent workforce, and remote workers in volatile, unstable economies such as political and natural disasters and/or during and post pandemic).

Job crafting is an emerging, but viable theoretical construct to understanding the use of Smartphones in the manifestation of motivations, regulating influences, and individual agency in work behaviors, that enhance the work and professional social experiences of employees and contribute to the development of their work identity and meaning. However, scholars must be willing to do their due diligence in defining, conceptualizing, and positioning the theoretical constructs of job crafting thoroughly in their research including considerations for sociocultural and technological influences. Anything less, only provides a partial view of why and how people craft their jobs in meaningful ways; add meaning to what they do and who they are as professionals.

Implications for HRD practice

While this study was not intended to make new claims or substantiate claims concerning the characteristics of Millennials in general, this generational cohort will likely remain the largest generation in the active workforce for decades to come. Thus, the Millennial professionals in this

study played an important role in providing insight into *why* they use their Smartphone during work and *how* these devices alter their work and social experiences to make them more meaningful. The following discussion highlights Smartphone use in the participants behaviors, but perhaps more importantly, brings to the surface important concerns made manifest in their perceptions, beliefs, and use of these devices at work. Thus, providing important implications for HRD practitioners in managing not only the mindsets of Millennials, but may also be helpful in working with a multigenerational workforce.

First, we, as a society, carry Smartphones; small, convenient, web-based computers that are “rarely out of hand or at least rarely out of reach” (Kitchen, 2020, p. D8), thus altering “the way we navigate the world, our relationships, *ourselves*” (Stern, 2019, emphasis original).

Generational use of these devices is, therefore, mutually inclusive albeit the frequency and use of Smartphones may be as individual as the person operating them. This study, viewed from the lens of Millennials use of Smartphones at work, brings to light the individuality and varying degrees of motivations to use these devices underpinning their job crafting practices; influencing the ways these individuals experience work engagement, maintain meaningful professional networks, and develop their sense of work identity and meaning.

An important implication for HRD practitioners is the role of Smartphones in shaping one’s self-image to align with their concept of professionalism; reinforcing attributes and/or refraining from behaviors in their use (and/or display) in situations or in the presence of certain individuals to avoid the association of a negative stereotype (thereby, also reinforcing their positive self-image). Unfortunately, as noted in the findings of this study, the stigma associated with the use of these devices among Millennials was viewed as a detriment to their professional capabilities, competence, image, and work identity.

These Millennial professionals valued being respected for their contribution to the organization and the impact of their profession toward favorable outcomes believed to benefit society in their corner of the world. Smartphone technology and its use did not define them as professionals, rather these devices were a gateway to integrating their work-life worlds as they really are; enabling them to tend to things that were viewed as necessary, important, valued, and meaningful to them personally and professionally. This is a significant aspect of this study that may benefit HRD practitioners in cultivating an organizational culture of multigenerational acceptance: ultimately creating positive experiences in the social environment and the engagement of work, while furthering individual development of work identity and meaning.

Another motivation manifested in the use of Smartphones by the participants in this study was the need for work/life integration. An important concern and interest of HRD practitioners, is to design interventions to support the need for employee work-life balance in organizations. However, traditional conceptions of work-life balance assume individuals desire to create an even tension between the employee's work world and that of their lifeworld which is believed to encompass everything else non-work related. However, people bring their total selves into the workplace, they do not fit neatly into a pre-defined package of work-life needs (e.g., single, married couples without children, LGBTQ, etc.). Nor are all contemporary workplaces or contexts created equal (e.g., traditional, gig economy, remote work, contingent work, multiple part-time, type and intensity, etc.).

Rather than assume the motivation for work-life balance is a one-size-fits all construct based on the needs of a heteronormative population, HRD practitioners should expand their perspective of what work-life balance is perceived to be among their employees and how Smartphones may support productive activities. As demonstrated by the Millennial professionals

in this study, they were motivated to integrate their work-life worlds; setting self-imposed boundaries in both realms as they saw fit without compromising their need for a positive self-image or social well-being. Manifested in their use of Smartphones, these individuals created a bridge between their work-life worlds enabling them to exercise control and choice over life activities when ‘inside’ the boundaries of the work environment and work activities while ‘outside’ the work environment.

While it may be difficult to address the needs of diverse populations within the work environment, understanding that different populations may struggle with the same things for different reasons can be beneficial to the overall well-being of the organization’s workforce (Kelliher et al., 2019). Thus, taking a broader, holistic, inclusive view of work/life integration, employees may be able to address concerns, interests, and responsibilities to meet both professional and personal needs using their Smartphone; potentially resulting in greater employee well-being (Kelliher et al., 2019). In doing so, they may satisfy their basic needs for job control and work meaning, enhancing their desire for a positive self-image in their work-life realms, and their need for human connection both personally and professionally supported by their Smartphones.

This study also captured the participants motivation for social well-being. Supported using the Smartphone, these professionals reinforced their sense of belonging through deliberate efforts to engage with others to preserve deep emotional bonds and reciprocating relationships within their personal and professional social circles. Thus, attaining a satisfactory level of psychological and emotional stability by using their devices. This is also an important implication for HRD professionals in developing programs and channels that promote employee socialization (e.g., via group applications). Thereby enabling the creation of meaningful professional networks that

produce strong professional ties and feelings of connectedness within the organization that are supported by ready access through Smartphones, potentially increasing employee engagement, commitment, and retention.

Understanding the use of Smartphones at work also has important implications for HRD practitioners when advising and guiding organizational policy concerning its use and responsibility in providing options for secure organizational access (e.g. Duo Security) – for Millennials or other generations. While policy concerning Smartphones is necessarily context dependent (e.g., for safety, security, confidentiality, etc.), as in the case of this study, organizational policies impose regulating effects that may prompt or constrain the use of Smartphones for work activities, promoting both a spoken and unspoken culture of use. Thus, organizational policy, support, and enforcement concerning Smartphone use may potentially promote or hinder performance depending on communication norms and other expectations (perceived or real) surrounding the use of these devices in the workplace. This is not intended to argue an unrealistic policy position for Smartphone use at work, nor is this implication meant to ignore the negative ramifications associated with covert or indiscretion in the use of these devices. Instead, exploring the use of Smartphones in the manifestation of motivations, regulating influences, and job crafting behaviors provides a lens for HRD practitioners to consider when devising policies, programs, and access to promote positive behaviors congruent to both individual and organizational needs.

Although there has been extensive interest, research, and publications extolling the positive and negative virtues of Millennials and Smartphones to great debate, a final implication for HRD practitioners is to consider how this generation views themselves as professionals; what is important to them in their experiences of work, how do they relate to the work they do, and how much does the work they do reflect who they are. Lastly, how can HRD practitioners help these

individuals cultivate their sense of performing meaningful work in ways that also develop their sense of work identity and meaning. Areas of future studies that may interest HRD scholar-practitioners in the further development of their workforce might include:

- Collaborating with educators and a variety of workplace professionals to seek effective ways to develop and prepare people for/in the workplace to learn and apply Smartphone related skills in their work activities to increase productivity, but also how applications might be used to create reflective experiences, increase knowledge, and skills related to their job role (e.g., Podcasts, YouTube videos, or live streaming).
- Expanding the knowledge base and practical interventions of work/life integration to include the needs of diverse populations in a variety of contemporary work contexts and the role of mobile Smartphone (or other) technology as lived in those work-life worlds.
- Exploring interplay between Smartphone use and the motivations, orientations, and the organizational policies shaping the experience of engagement; aiding in the development of programs contributing to employees' sense of work identity and meaning across generational parameters, socio-economic status, labor class, and work contexts.
- Experimenting with interventions using Smartphones that enable individual levels of job crafting based on the employee needs in congruence with the values and organizations standards for productivity and performance.

Limitations

The aim of this study was to explore the role of Smartphones in Millennials use of these devices to understand their motives, values, beliefs, and behaviors concerning these devices in their daily work routines. Therefore, this study employed a qualitative methodology and ethnographic techniques to understand why and how the participants in this study crafted aspects of their job using their Smartphone. While this methodology provided great depth and meaning to the study, it is understood that the very nature of qualitative inquiry prohibits generalizability,

while this does not make this study any less rigorous, it is a limitation in the applicability of results across different contexts, populations, and demographics.

The research design also posed several limitations. First, organizational access using ethnographic techniques of observation was difficult in gaining the interest of organizations, thus limiting the industry and type of organization willing to support this study to one of convenience. The supporting organization was also undergoing a shift in their support of company issued phones and an OSMA for employees. Therefore, although personal Smartphone use was permitted, use of these devices for work activities and communications was limited by organizational policy and employee access to workplace communications and information. Thus, impacting the amount the Smartphone was used for specific work activities; prohibiting the opportunity to fully observe the use of Smartphones in the daily activities of the participants while at work. Likewise, these constraints also impacted participant recruitment, while numerous efforts were made to enlist volunteers, the result was a smaller number of participants than desired for the study.

In addition, even though efforts were made to recruit a broad population of Millennials within the organization, participants interested in volunteering for the study centered on two departments. These participants were unique in that they were well-educated individuals working in a professional office setting performing primarily administrative work as opposed to occupations requiring a high degree of physical labor. Moreover, there was little diversity and representation of minority voices and perspectives. Therefore, the self-report of perspectives represented in the results of this study are only reflective of the participants in this study and do not represent the general population within the Millennial generation cohort. Therefore, a future comparison study in a similar sector of industry and occupation with diverse representation may strengthen the analysis and results of this study.

Furthermore, the researcher's presence during observation of participant use of their Smartphone during a normal workday; while cautiously curious, the natural interaction that might have normally occurred between the participants and their colleagues appeared to decline during periods of observation. Additional data collection also consisted of a three-stage participant interview process thus relying heavily on participant self-report concerning their perspectives on the use of their Smartphone inside/outside normal work conditions. While these collection methods produced a significant amount of data, other methods might be considered (i.e., focus groups, diary studies, etc.). Moreover, a predominant approach to studying job crafting in general employs quantitative methodology, future studies might consider using a mixed method approach to buttress the data analysis and subsequent results.

Lastly, this research was designed, data collected, and analysis performed prior to the world entering the COVID-19 pandemic of 2020. While this report was being written, this virus was causing severe disruptions in our personal and professional lives, our workplaces, and our work. Economies, organizations, and people in every industry were scrambling to adjust, adapt, and modify their infrastructures and work processes to accommodate business needs and the needs of the workforce amid mandatory government shutdowns and limited re-openings; making necessary emergency shifts to telework, video conferencing, video calling, and virtual classrooms to stay connected while social distancing. Consequently, as a society, we have been thrust into a "new normal" and have not yet begun to understand the residual effects this major global event will have on the nature of work and working and the role of Smartphones, and our reliance on them, in our work-life activities in the future. Hence, the results of this study may not apply to future similar studies; presenting both a limitation of this study and a future opportunity to explore and investigate Smartphones and similar technologies post pandemic.

CHAPTER 6 – CONCLUSION

Mobile technologies, specifically the evolution of the Smartphone, have revolutionized the ways we interact with one another, seek information, entertain ourselves, and manage our everyday activities. Numerous studies and anecdotal publications have either extolled the benefits or detriments of these devices in our work-life domains. Yet, while these devices are embedded in our daily lives, HRD research has been slow to respond to the impact of these devices in the workplace and how they shape the work habits of people.

Likewise, Millennials, currently the largest generation in the active U.S. workforce, are often typified as having a strong relationship with their Smartphone; a stereotype of popular debate frequently promulgated in research and literature much to the chagrin of the members within this group. For these reasons, Millennials were chosen as appropriate candidates for this study to understand the role of Smartphone use in their daily work habits in a workplace setting. To be clear, the intent of this study was not to enter the debate concerning the characteristics, personality traits, etc. of this generation although their perspectives, values, and beliefs were a necessary part of the data collection, analysis process, and subsequent interpretation of the results of this study. Rather, the main purpose of this research study was twofold:

- To move beyond the advantages/disadvantages and positive/negatives concerning features and use of Smartphones and Millennials characteristics, traits, etc. frequently studied and reported in research.
- To explore the use of Smartphones in the job crafting behaviors of Millennials to understand why and how they use these devices to modify aspects of their job, change their experience of work and working, and how this process might foster work identity and meaning.

In the process, perhaps informing job crafting theory toward future research.

Accordingly, the results of this study reflect organizational activities at the micro-level of the organization, yet still consider the regulating forces of the work context on job crafting behaviors. Guided by the job crafting framework, this study used a qualitative approach to explore the role of Smartphones in the manifestations of job crafting behaviors of Millennial professionals in a public sector agency. Thus, in keeping with the theoretical integrity of the nomological constructs of the job crafting framework, the data analysis of this project was comparatively large in scope compared to typical studies using qualitative methodology. For this reason, resulting in twelve core themes and twenty-four subthemes in relative to the role of Smartphones in the manifestation of Millennials' motivations, perceived opportunities, job crafting boundaries, job design and the social environment of work, and finally, work identity and meaning.

First, the motivation to use Smartphones by Millennials in their daily activities were manifested in the degree to which they used their devices to integrate their work-life worlds. While these Millennials did not view themselves as being 'addicted' to their device, they did feel they were dependent on them for both psychological security and as matter of societal practicality (obsolete public phones, phonebooks, etc.). Thus, they readily used their devices to manage their work/life activities, however, also self-imposed boundaries within each domain to avoid significant encroachment from one domain on the other.

These Millennials were also motivated to use their devices to present themselves as competent professionals; demonstrating what they viewed to be conduct conducive to their occupational role. Being sensitive to the negative connotations frequently associated with their generation, these Millennials deliberately worked to break stereotypes by avoiding their use of their Smartphone and/or concealing their device in specific situations or in the presence of others

they perceived might view them unfavorably. The opposite was true if they perceived the use of their device would enable them to ‘look good’ by being responsive, etc. Finally, the Millennials in this study were motivated to use their device to enhance their social well-being through the reciprocal exchange of caring and being cared for in the creation of their sense of belonging. When the ability to make these connections via Smartphone was absent, these individuals experienced anxiety and varying degrees of distress.

The motivations to use their Smartphone, however, were tempered by the contextual and individual orientations regulating the volition and ability to use these devices for job crafting. Even so, to different extents these Millennials still engaged in job crafting practices within the task, cognitive, and relational domains of their job role; using different strategies (approach/avoidance) to achieve a desired end state. The desired end state not necessarily being the accomplishment of the task, but rather how they experienced engagement in their work and meaningfulness in their relationships in ways that fostered their work identity, purpose and meaning.

For instance, in the task and cognitive domains, they changed the nature of how incidental duties, situational undertakings, and project-oriented tasks are managed. They re-framed the nature of tasks to mentally prepare, re-charge, or make tasks more interesting. In the relational domain, they changed the social boundaries *at* work to the social boundaries *of* work; expanding their work relationships to include other professionals within and/or outside the boundaries of their own occupational community. Thus, crafting their experience of engagement and meaningful professional networks; changing how they perceive themselves and related to what they do.

The culmination of these experiences contributed to the ongoing negotiation between the personal-social identity relationship within the scope of each Millennial’s individual sociocultural

context underscored by the practical interactions and acceptance associated with the embeddedness of Smartphones in their daily lives; forming, framing, reinforcing, affirming, validating, and ascribing meaning to the mental representations they hold about work and their work identity. Thus, these devices can be a channel for the expressions and reinforcement work meaning and how we see ourselves to be in the present toward a desired future self. Viewed from this lens, this study concludes that these devices do not define Millennials, however, they may play an important supportive role in individual job crafting, an essential cog in the wheel of their daily work habits and life experiences. Thus, a subordinate, but integral part in how they satisfy their work/life needs, experience meaningfulness and purpose, make sense their worlds and their place within them.

To reiterate Chalofsky and Cavallaro (2013) “we strive for meaning and purpose in and through our work, our relationships, our connections to our communities, and how we play out our beliefs in our lives” (p. 338). *Why and how* Smartphones are used in daily activities in the workplace may or may not be fundamentally different from members within other generational cohorts. While members of different generational cohorts may be motivated to use their Smartphones to job craft to varying degrees and/or different purposes within their respective work contexts and occupational roles, it may be likely that they engage in different strategies to achieve similar end states. Thus researchers, practitioners and mainstream media should exercise caution when making judgements, policy decisions, and interventions ascribing blind, stereotypical labels defining generational membership and/or devaluing the role of Smartphones in daily practices and applications. These devices are a sociocultural and technological force, and like Millennials, apt to be in the workplace for decades to come.

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APPENDIX A: OPRS/IRB APPROVAL



Office for the Protection of
Research Subjects

IORG0000014 • FWA #00008584

Notice of Approval: Amendment #1

January 25, 2018

Principal Investigator	Jessica Li
cc	Deborah Hrubec
Protocol Title	<i>Creating conditions of work engagement: The role of mobile technology in Millennials' job crafting behaviors</i>
Protocol Number	18295
Funding Source	Unfunded
Review Type	Expedited
Review Category	Expedited 6 & 7
Amendment Requested	<ul style="list-style-type: none">• Including similar mobile applications to the BlackberryWork App that employees use in their daily work activities and interactions.• Changing the length of observations in the work setting from 12 days to 3 days.• Adding a Mobile Application Checklist to determine how mobile applications are being used for work activities and interactions either through the BBW App or similar applications.
Status	Active
Risk Determination	no more than minimal risk
Approval Date	January 25, 2018
Expiration Date	November 20, 2020

This letter authorizes the use of human subjects in the above protocol. The University of Illinois at Urbana-Champaign Institutional Review Board (IRB) has reviewed and approved the research study as described.

The Principal Investigator of this study is responsible for:

- Conducting research in a manner consistent with the requirements of the University and federal regulations found at 45 CFR 46.
- Requesting approval from the IRB prior to implementing modifications.
- Notifying OPRS of any problems involving human subjects, including unanticipated events, participant complaints, or protocol deviations.
- Notifying OPRS of the completion of the study.

Office for the Protection of Research Subjects
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			Revised: 1/19/18