

Crafting the job: the search for job satisfaction of Italian public managers

Davide Giacomini, Caterina Muzzi*, Giacomo Carli***

**University of Brescia*

*** Open University, UK*

Abstract

The public sector requires job crafting from employees so that they can better cope with overdemanding jobs due to layer upon layer of public management reforms. Simultaneously, however, austerity constrains job autonomy. This study therefore tests how job crafting can be fostered in public organizations to increase job satisfaction by studying job characteristics, social support and work-home conflict as job crafting antecedents.

Adopting a model based of the Job Demands- Resources theory, a survey was submitted to the Responsibles for Digital Transition of Italian Municipalities. Our results question the classical multidimensional construct of job crafting and show that, for RDTs, job structural characteristics are the most relevant tools for proactively change their jobs, while high levels of work-home conflicts, may lead to renunciatory behaviours.

Introduction

In the context of digital transformation within the public sector, the job and the role of individuals entrusted with leading organizational change are of utmost importance. The successful implementation of digitization initiatives relies on the presence of skilled and capable individuals who can effectively guide and navigate the transformation process. However, in many instances, the responsibility for managing these change processes falls upon individuals who may be inadequately trained and lack sufficient support.

Over the years, the public administration has undergone numerous reforms, resulting in an increase in the workload assigned to various organizational positions. This increased workload places additional pressure on public service professionals, requiring them to adapt proactively to the growing number of tasks assigned to them. Furthermore, the pervasive impact of digitalization is fundamentally reshaping the nature of work for public employees. It is crucial to recognize the significance of these challenges and their implications for the public sector. Efforts must be made to provide appropriate training and support to individuals involved in leading organizational change. By equipping them with the necessary skills and resources, the public sector can effectively navigate the complexities of digital transformation and harness its potential benefits.

Under such conditions, public servants may face difficulties in their job that hinder their motivation and performance. In Italy, the Responsible of Digital Transition (RDT) is a required figure to all the public administrations (PA) and was introduced by law in 2017. Despite all the governmental efforts, the managers who in these years found her/himself involved in such position are still looking forward to finding a well-defined identity (Giacomini and Muzzi, 2020). This crucial role often fits in pre-existing positions, increasing the workload, and posing challenges to maintaining the well-being of managers, their performance and motivation to effective levels.

According to the Italian Code of Digital Transformation, The Responsible of the Digital Transition Office is the main actor for managing the digital transformation activities within each Public Service Organization; therefore she/he must have adequate IT, legal, and managerial skills. It is not clear, however, how RDTs should act their tasks and how these tasks may relate to previous ones.

In carrying out its tasks, the RDT reports directly to both the political and administrative top management of the organization. This regulatory provision places the RDT in a hierarchically superior role to any other official and manager for what concerns the implementation of all digital-related initiatives and may generate conflict across department and office hierarchies. The SDT provide us with an interesting framework to investigate how RDT are shaping their role (Deci and Ryan, 2000) to better integrate themselves in the everchanging PA institutional context. Under the Self-Determination Theory (SDT) meta-theoretical umbrella, this paper investigates how the managers responsible for the digital transition engage in proactive work behaviour to cope with the increasing pressure on their jobs caused by the continuous overlapping of public management reforms.

This research, indeed, aims at analysing the antecedents and the outcome of job crafting, as a form of proactive work behaviour, with reference to the Responsible of Digital Transition in Italian local governments. More specifically, our study examines whether job crafting efforts help PA's managers to enhance their job satisfaction. The investigation model adopted is grounded in the Job Demands-Resources model (Tims and Bakker, 2010) and job crafting is considered as a way to adapt the organizational context to workers preferences and expectations.

This study contributes to an enhanced understanding of the micro-level processes that may support the implementation of institutional reforms, by highlighting how governmental institutions may support managerial agency thanks f.i. to specific training initiatives targeted to diffuse proactive work behaviours (Van den Heuvel et al.,2015)

Theoretical background

Self-determination theory

Due to the numerous reforms of public administration in recent decades public employees may face difficulties in effectively managing their ever-evolving job roles, the associated job demands and resources (Bakker and Demerouti, 2007; Tims and Bakker, 2010), and this may undermine their satisfaction on the job and, consequently, their performance. The increase in job demands, within a context in which resources remain scarce, could have a negative impact on the well-being of workers (Jung, 2014) through the reduction of their motivation. Following the Public Service Motivation (PSM) approach (Perry, 1996), several studies (see f.i. Georgellis et al. 2010; Park and Word, 2012) showed that civil servants are more sensitive to intrinsic motivation, rather than to extrinsic one. Furthermore, in the public sector the use of extrinsic rewards to support motivation is limited by the scarcity of economic resources. In this line, recent studies have integrated PSM with the Self-Determination Theory (SDT, Deci and Ryan, 1980), in order to shed more light on the intrinsic motivation drivers of public employees. According to SDT, people hold an innate drive to behave in self-directed, intrinsically motivated ways and they tend to act as to integrate themselves with larger social systems (Ryan and Deci, 2000). More specifically, there are three general psychological needs, that when satisfied, lead to optimal functioning and psychological adjustment. Namely, these are the needs for autonomy, competence, and relatedness. Autonomy requires being the initiator of one's own behaviour. Competence requires succeeding at challenging tasks and ultimately attaining desired outcomes. Relatedness requires a sense of caring, mutual respect, and mutual reliance with others. In a complex and demanding setting as PA, public employees would, thus, engage in behaviours that could satisfy these needs by initiating some informal changes to the task, relational, or cognitive features of their jobs in order to shape their work practice to align with their interests and values, and ultimately, enhance the enjoyment, meaning, and satisfaction they attain from their work (Slemp and Vella-Brodrick, 2014).

Autonomy, as one of the core components of SDT, emphasizes the importance of providing employees with a sense of choice and control over their work in the public sector (Gagné & Deci, 2005). When public employees are given opportunities to exercise autonomy, such as having decision-making authority or participating in policy development, they experience a greater sense of ownership and intrinsic motivation. Moreover, consistently with the Job Demands-Resources model (JDR, (Bakker & Demerouti, 2017; Schaufeli & Bakker, 2004) and the Job Characteristics Model (Hackman & Oldham, 1976), autonomy has a positive relation

with job outcomes and it can be considered as a resource in the work environment (Clausen et al., 2022)

Competence is another critical aspect of SDT. Supporting employees' competence involves providing training, resources, and feedback that facilitate skill development and growth (Deci & Ryan, 1985). When public servants feel competent in their roles and have opportunities for professional advancement, they are more likely to exhibit higher levels of motivation, job satisfaction, and performance. As for autonomy, also the need for competence, and the related provision of adequate training is considered a job resource in the JD-R model. Furthermore, the relevance of competences is also outlined by the Person-Job fit model (P-J fit) that refers to the relationship between employee characteristics and job characteristics. Edwards (1991) outlined a two-dimensional conceptualization of P-J fit consisting of needs-supplies (N-S) fit and demands-abilities (D-A) fit. N-S fit means the congruence between employee needs, desires, and preferences and the rewards received for the job; D-A fit is the congruence between job demands and employee knowledge, skills and abilities (Cable and DeRue, 2002). Prior studies have supported the effect of both types of P-J fit on employee and organizational attitudes and behaviours (Edwards and Shipp, 2007). Moreover, P-J fit increases job satisfaction and organizational commitment and reduces turnover intention (Hambleton et al., 2000, Lauver and Kristof-Brown, 2001).

Relatedness, the need for positive social connections, is also relevant in the public administration context. Encouraging teamwork, collaboration, and communication among public employees fosters a sense of belonging and shared purpose (Baard et al., 2004). Several large cross-sectional studies indicate that perceived support from work supervisors and colleagues is associated with lower levels of perceived stress (House and Wells 1978; Karasek et al. 1982; Winnubst et al. 1982). Furthermore, other research (Ganster and Victor 1988) have revealed a strong correlation between social support at work and self-reported physical and mental health and general measures of work attitudes.

Self-determination theory proposes that the satisfaction of basic psychological needs for relatedness, competence, and autonomy explains why job resources are translated into work engagement and motivation (e.g., Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008).

One of the basic propositions of JD-R theory is that job resources particularly influence motivation when job demands are high. This proposition is consistent with Hobfoll's (2001) notion that all types of resources gain their motivating potential and become particularly useful when needed. Jobs that combine high demands with high resources are so-called active jobs (cf. Karasek, 1979) that challenge employees to learn new things on the job and motivate them

to use new behaviors. Thus, challenging work environments, such as the PA over the last years, are a fertile ground for the development of proactive work behaviours that may support job satisfaction.

Job crafting and Job Demands-Resources Model

In the latest years, many authors published contributions in specialized scientific journals on PA that deal with analysing how public employees are facing the different sources of pressure on their task through proactive job behaviours (e.g. Bakker, 2015; Audenaert et al. 2020; Luu, 2020). In such a context, proactive behaviours could help mitigate the negative effects of high job demands on workers' well-being and job satisfaction and sustain their motivation (Wrzesniewski and Dutton, 2001). Among proactive job behaviours, job crafting is defined as "the physical and cognitive changes individuals make in the task or relational boundaries of their work" (Wrzesniewski and Dutton, 2001; p. 179)..

Recent studies have demonstrated that job crafting can have positive effects on employee motivation and performance (Blanc et al., 2017). According to Bindl et al. (2019: 605), research suggests job crafting "can promote important outcomes, such as increased organizational commitment..., work engagement ..., and meaningfulness ..., as well as improved performance at work ..."

Among the various conceptualizations of job crafting, the most widely adopted is proposed by Tims and Bakker (2010) that framed it into the job demands-resources (JDR) model. The model was initially developed to analyse the effects of work organization on stress and burnout in the healthcare sector (Demerouti et al., 2001), but then it has been successfully extended and integrated with further outcome measures, such as organizational commitment (Hakanen et al. 2006) and job satisfaction (van den Tooren and de Jong, 2014).

The JDR model sees the wellbeing of the worker as the result of two groups of working conditions: the demands of the job and the resources offered.

Job demands include those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort and are therefore associated with certain physiological and/or psychological costs. Examples are a high work pressure, role overload, emotional demands, poor environmental conditions, and workload that can also generate conflict with the private life.

The resources offered by the job consist of all the physical, social, and organizational aspects that can be functional to the achievement of work objectives, reduce the demands of the job and the costs associated with them and stimulate the personal growth of the worker. Examples of

resources can be individuated at different organizational levels: job security and career opportunities (organizational level); good relationships with colleagues and superiors, the mood within the workgroup (interpersonal level); clarity in the definition of the role and participation in the decision-making process; and, finally, autonomy and the possibility of having feedback on one's work.

JD-R theory suggests that job demands and resources have different impacts on employee well-being as they give the start to two different processes. Job demands generate stress and anxiety and may lead to fatigue and health problems. If job demands persist over time, they can have a negative impact on job performance.

In contrast, job resources initiate a motivational process, and they are the most important predictors of employee work engagement and organizational commitment.

Under the JDR model perspective, a low level of organizational well-being can be the consequence of high combined task demands with scarce job resources (Bakker et al., 2005).

Job crafting refers to the efforts that workers undertake to balance the demands and resources of the job with their preferences, needs, and abilities (Tims and Bakker, 2010). Many studies have shown how job crafting, in addition to having a positive impact in general on the organizational well-being of workers, also supports other fundamental aspects for organizations, such as job satisfaction, organizational commitment, readiness for change and the psychological health of the worker (Bakker et al., 2012; Tims et al. 2013).

According to Tims and Bakker (2010), within the JDR model, job crafting consists in four different dimensions, based on which aspects, between demands and resources, the worker is dedicated to manipulating. For example, it could increase the level structural resources (as increasing autonomy or skill variety), decrease the level of demands (avoid or limit emotionally demanding relationships in the workplace or reducing work-family conflict), increase social support (asking for advice and feedback from colleagues and supervisors), but also - in certain circumstances - increase the level of the demands, such as when a worker finds it more stimulating and motivating to carry out complex tasks rather than simple and routine ones.

The literature analysed job crafting's position in different phases in the sequence of reciprocal influences among the various aspects of the JDR model (e.g. Bakker et al., 2011; Tims and Bakker, 2010). In this paper, we adopt the approach presented by Rudolph and colleagues (2017) and analyse the dimensions of job crafting as mediating variables between a set of predictors and the job attitude, specifically job satisfaction.

Job crafting predictors

Job crafting and job characteristics

Tims and Bakker (2010) highlighted the prominent role of job crafting as a linker between the characteristics of the work environment and work outcomes. We consider job *autonomy* and *workload* as specific job characteristics. Their inclusion reflects past models of proactivity, which have analyzed job characteristics as important antecedents to proactive work behaviors (e.g., Bindl and Parker, 2010; Grant and Ashford, 2008; Ohly and Schmitt, 2017). Autonomy and workload are also coherent with the JDR model that sees the first being a resource, while the second a job demands. Furthermore, SDT individuates in autonomy one of the principal drivers of workers motivation in engaging in proactive work behaviours. Consistently with these models, we expect positive relationships between job autonomy and the four dimensions of job crafting, because job autonomy provides employees with opportunities and necessary information to make changes to their job characteristics based on their individual abilities and needs (Lyons, 2008; Tims et al., 2013). Moreover, we predict that workload is positively related to the construct of job crafting in all its dimensions, because employees who experience a higher workload will be motivated to reduce the demands that are placed on them and to seek resources that help them manage these demands (Bakker and Demerouti, 2016).

Hp 1a-d: job autonomy is positively related to all the four dimensions of job crafting

Hp 2a-d: workload is positively related to all the four dimensions of job crafting

Job crafting and person-job fit

Job crafting is supposed to increase the fit between the characteristics of the job and the workers personal abilities and needs. This mechanism, in turn, should lead to higher job satisfaction, work engagement and meaningfulness of the work (Rudolph et al., 2017). Lu and colleagues (2014) found that job crafting is positively related to both, D-A and N-S fits, more specifically that physical job crafting (changing the form or number of activities at work) increases D-A fit, while relational job crafting increased N-S fit. These findings are consistent with the prediction of SDT, that individuates in the need for competence one of the motivational drivers on the job. Adapting these findings to our model, we hypothesise that high level of coherence between job demands and workers abilities (high D-A fit) may stimulate job crafting and, thus, increase job satisfaction.

Hp 3a-d: D-A fit is positively related to all the four dimensions of job crafting

Job crafting and work-home conflict

Literature linking job crafting and work-family conflict is very scant. A study by Ilies et al. (2012) states that job crafting could be an adaptive response to the perception of work-family conflict, as job crafting can increase the control over the processes influencing work-family conflict, conducting to a balance and to an increase of job satisfaction.

Hp 4a-d: *Work-family conflict is positively related to all the four dimensions of job crafting*

Job crafting in the Public Administration

One of the factors that have a significant impact on the possibilities and range of manoeuvring of job crafting is the organizational context of reference. Some characteristics of work in the Public Administration belong to the area of resources, such as job security and, in some cases, almost automatic career progression. However, the literature agrees that, in the public context, there is a general scarcity of resources (Jung, 2014), understood in the sense of the JDR model, while we are witnessing an increasing amount of job demands, such as those generated by the digital transition. Some researches, very few, such as the very recent one by Handke and colleagues (2020) and the aforementioned by Buonocore and colleagues (2020), see the spread of ICT and digital skills as additional resources for workers as they can potentially increase flexibility and autonomy of positions. However, especially in the public sector, the need for digital competences could increase the job demands, especially in contexts where the adoption of ICT and digital literacy are at basic levels.

In Italy, the Responsible of Digital Transition (RDT) is a required figure to all the public administrations (PA), and was introduced by law in 2017. In spite of all the governmental efforts, we can observe how, the employee who in these years has found her/himself involved in such position is still looking forward to finding a well-defined identity. This crucial role often fits in pre-existing positions, increasing the workload and posing challenges to maintaining the well-being of workers and their level of work-related stress.

According to the Italian Code of Digital Transformation, The Responsible of the Digital Transition Office is the main actor for management of the digital transformation activities within each Public Service Office; therefore she/he must have therefore adequate IT, legal, and managerial skills.

In carrying out its tasks, the RDT reports directly to both the political and administrative top management of the organization. This regulatory provision places the RDT in a hierarchically superior role to any other official and manager for what concerns the implementation of all digital-related administration initiatives.

Social support in the Public Administration

The call for continuous improvements in the effectiveness of public sector agencies (Ferlie et al. 1996), coupled with the introduction of cost containment programmes that restrict the supportive resources available to staff (Metcalf and Richards 1990), have significant implications for the demands faced by employees and the level of support they have to address these demands. Moreover, the increased focus on continuous improvement programmes, performance monitoring mechanisms and external accountability have intensified the pressure for employees to meet rising demands (Ferlie et al. 1996).

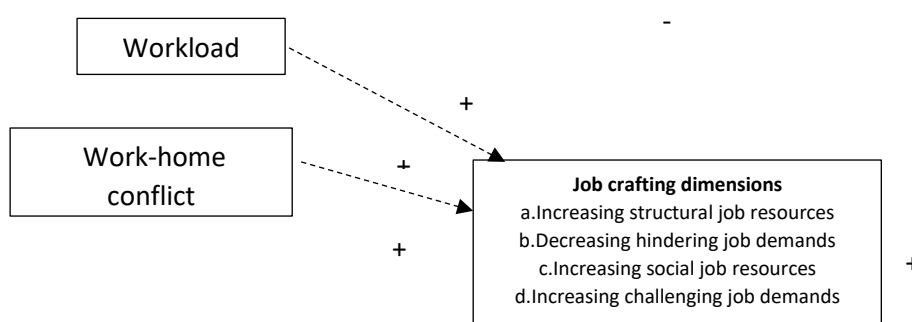
Thus, in the PA, consistently with the SDT frame, social support (Audenaert et al., 2020) plays a key role in reducing job demands (Bakker et al., 2017) and compensating for the lack of resources (Hobfoll, 2001). Past research has demonstrated that employees with higher levels of social support tend to incorporate more proactive strategies to deal with undesirable work environments (Greenglass & Fiksenbaum, 2009). It is, thus, reasonable to expect that workers who perceive a high level of social support from colleagues and superiors tend to implement proactive behaviours to deal with work environments perceived as inadequate and therefore to adopt strategies aimed at increasing their job satisfaction.

Hp 5a-d: Social support is positively related to all the four dimensions of job crafting

Job satisfaction

Job satisfaction as a form of context-specific well-being and it is one of the most commonly researched aspects of job-related well-being (Warr 1996). Literature linking job crafting and job satisfaction is poor, but empirical evidences show more clearly that job crafting increases employees' job satisfaction (Wrzesniewski et al., 2001; Ingusci et al., 2016). Employees crafting their job are more satisfied, engaged and committed with their organization, and increase their well-being, and this is related to the potential of job crafting. In fact, by shaping job characteristics on skills, abilities and personal preferences, employees make change in the level of job demands and resources, positively influencing their motivation, work engagement and job satisfaction (Tims and Bakker, 2010).

Hp 6: The four dimensions of job crafting are positively related to job satisfaction



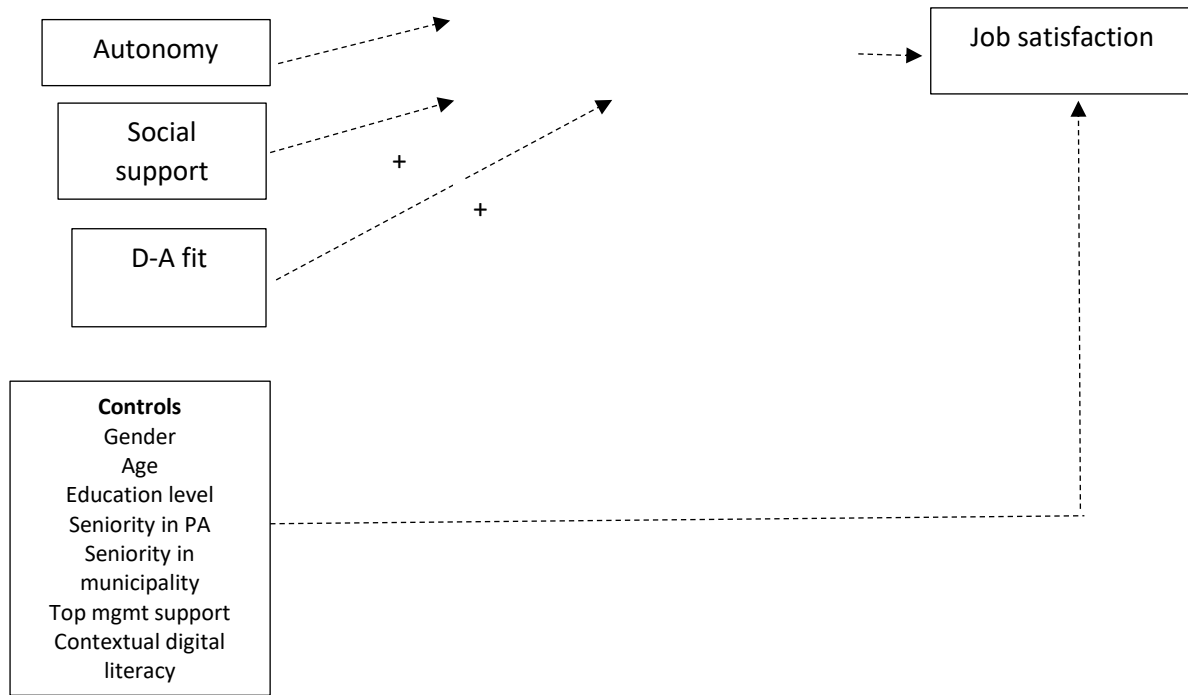


Figure 2: The proposed model of analysis

Methodology

Survey and data collection

The survey design was focused on identifying the relation between job crafting and its antecedents and job satisfaction. The questionnaire sent to the RTDs included both demographic questions and the constructs presented in the previous paragraphs measured through validated scales. All responses were collected on 5-points Lykert-type scale, ranging from “1 - strongly disagree” to “5 - strongly agree”.

For measuring *job crafting* this study used the 21-items hierarchical scale proposed by Tims and Bakker (2010) subsequently adapted by Tims et al. (2012), which is composed of first-order factors. The first dimension measures the crafting of structural job resources (five items, example item “I try to learn new things at work.”). The second dimension measures the crafting of social job resources (five items, sample “I ask colleagues for advice.”). The third dimension measures increases in challenging job demands (five items, “I try to start new projects at work when there was not much to do.”). The fourth dimension measures decreases in hindering demands (six items, “I organize my work such that I did not have to concentrate for too long a period at once.”). In our model we consider the four dimensions as covariates because Rudolph (2017).

Autonomy was assessed using a 3-items scale (Bakker et al., 2003) that included items such as, “Do you have flexibility in the execution of your job?”.

Social support was measured using a 3-items scale that included items such as “If necessary, can you ask your colleagues for help?” (Bakker et al, 2004).

Workload, was measured using the Karasek’s (1985) job content instrument. The scale includes three items (e.g., “Do you have to work quickly?”).

D-A fit was measured with five items adapted from Cable and DeRue (2002) to make them more coherent with the design of our research (e.g., “My managerial competences are a good fit with the requirements of my job”).

Work-home conflict was measured using the scale proposed by Geurts et al. (2005), while for *job satisfaction* we adopted the classical scale proposed by Hackman and Oldham (1974).

Top-Management Support and Commitment (Fernandez and Rainey, 2006) was measured asking RTDs to quantify the support received from the local government mayor and CEO.

Controls

We controlled for the typical dimensions of gender, age and level of education (1: high school, 2: degree), but we added also controls related to the seniority in the role and in the organization as suggested by Bedeian et al. (1992), and codified as 1: less than 5 years; 2: between 5 and 10 years; 3: more than 10 years. Moreover, we added a control on the perception of the digital literacy of the work context: 0: good organizational digital literacy, 1: colleagues hold good digital competencies.

Data analysis

The survey was administered via email, and we received responses from over three hundred RDTs in the year 2020. To ensure the representativeness of our sample, we conducted analyses to compare the gender and age distribution of our sample with that of the target population.

Data analysis

To ensure the quality of our data and assess the reliability and validity of our measurement instrument, we performed a Confirmatory Factor Analysis (CFA). The CFA was conducted using Amos v.25, and its purpose was to evaluate the ability of our data collection method to accurately capture information related to the phenomenon under study.

We also tested the construct reliability, convergent and discriminant validity (Hair et al., 2010). The first-order factors related to Job Crafting, *Increasing social job resources* and *Increasing challenging job demands*, presented a low value of AVE and therefore were excluded from the analysis. This result is different from the estimates of Rudolph et al. (2017), where the loadings of *Increasing Social Job Resources* and *Decreasing Hindering Job Demands* on the second order factor were lower than .5.

The Maximum Shared variance (MSV) resulted always lower than the AVE value confirming a good discriminant validity.

A final control on convergent validity was done by comparing the Square root of AVE reported with the inter-construct correlations. Our Hypotheses were tested adopting a Structural Equation Model (Hair et al., 2017) which reflects the structure reported in Figure 1. We controlled the goodness of fit of the model with the addition of the control variables.

Results

The analysis of job crafting antecedents shows that workload (Hp 2a) and D-A fit (Hp 3a) have a positive significant impact on the dimension increasing structural job resources (i.e. behaviours aimed at increasing autonomy, skill variety, and other motivational characteristics of the job). This implies that Hp 2a and 3a are confirmed. On the contrary, work-home conflict (Hp 4b) and autonomy (Hp 1a) have a negative impact and this rejects our Hp 1a and Hp 4b. Social support has a weak positive impact on the increase of structural job resources, and this confirms our Hp 5a.

As expected, however, the dimension of "decreasing hindering job demands" has a different relationship with the antecedents: work-home conflict (Hp 4b) and autonomy have a positive impact while workload (Hp 2b) a negative one. D-A fit (Hp 3b), on its turn, do not have an influence on this specific dimension of job crafting. Our Hp 4b, thus, is here confirmed, while Hp 2b a is rejected. We did not find, to date, in the literature, any paper that analyses the expected relationship between autonomy and the decrease of hindering job demands.

As far as the job crafting outcomes, the two dimensions of job crafting considered in our model are both positively linked to job satisfaction, confirming our Hp 6a and b.

As regards the control variables, the contextual digital literacy of local government in which RTD works positively influences job satisfaction, while top-management support and commitment does not appear to produce significant effects.

Among the other controls (gender, age, education, seniority in the public sector) only length of service in the public sector has a significant relationship with job satisfaction. The higher the seniority, the lower the job satisfaction.

Discussion and conclusion

While there is existing research on job crafting and its implications in various contexts, such as the private sector, limited attention has been directed towards investigating job crafting within the public sector. Our findings indicate that the specific empirical setting in which job crafting occurs can influence its antecedents.

First of all, it is interesting to note that our model excluded two out of the four dimensions of job crafting, namely increasing challenging job demands and increasing social job resources. The role of social support in stimulating job crafting activities also appear to have minor relevance, together with the lack of relationship between the top-management support and commitment and job satisfaction. From these results, our findings apparently go in an opposite direction with respect to the extant literature as also the SDT posits that autonomy is a motivator to involve in job crafting activities and the support for job satisfaction, and these aspects would need further investigation.

When looking at these findings together with the impact of autonomy on the increase of structural job resources, it emerges a context where classical job design issues appear to be more important in our empirical setting, with respect to the social ones. It is also confirmed by the respondents' reactions to high-perceived workloads: they act for increasing the structural resources while for decreasing the hindering demands. High levels of autonomy push the RDTs to engage in reducing hindering job demands. Moreover, a partial explanation for the results could be found in the design of the research itself: we asked the respondents to answer thinking to their actual role of RDT (that is usually overlapping their native roles), so they appear to be more concerned in adapting the structural side of the job, and do not care so much about the social side.

As far as the work-home conflict, the findings show a combination of results that suggest a sort of withdrawn attitude by respondents. High levels of work-home conflict, indeed, lead to the decrease of hindering job demands and to a negative relationship with the increase of structural job resources. This behaviour could be coherent with the predictions of the conservation of resources (COR) theory (Hobfoll, 2001) that states "individuals strive to obtain, retain, protect, and foster those things that they value" (p. 341). The behaviour that emerges from our analysis,

thus, could be protective reaction that implies not investing in job-related efforts to save cognitive and emotional energies for the home-side of the conflict.

Finally, coherently with Buonocore and colleagues (2020), we found that high levels of contextual digital literacy have positive impact on RDTs job satisfaction. This relationship is not mediated nor moderated by job crafting activities and it makes digital literacy even stronger as a contextual issue that could foster employees' job satisfaction.

Our preliminary results rise a set of interesting research questions, that should be better investigated in future research. On our side, a deeper literature review is needed, in order to better clarify the relationships emerged among constructs and variables. Also the relationship between JD and JR should be investigated, as proposed by Bakker and Demerouti (2016), that ask for more studies on interactions within JDR. Moreover, high job resources such as social support and feedback may reduce job demands. (Bakker, Demerouti, Verbeke, 2004). Another body of literature, as discussed above, points out that job resources may be activated by challenging job environment, because workers tend to use resources when they are needed, in the so-called active jobs (Hobfoll, 2001; Karasek, 1979)

The high significance of the regression coefficients in our model underscores the importance of delving deeper into the relationships among predictors and job crafting. To gain a better understanding of the results, it becomes crucial to clarify the definition of job crafting and its dimensions, as well as explore the reasons why two of the four dimensions did not emerge as significant in our research. Aside from these intrinsic issues, this work has several general limitations. Among them, the most relevant one is that our model focuses on contextual issues and doesn't include personal characteristics as predictors of job crafting.

References

- Audenaert, M., George, B., Bauwens, R., Decuypere, A., Descamps, A. M., Muylaert, J., Decramer, A. (2020). Empowering leadership, social support, and job crafting in public organizations: A multilevel study. *Public Personnel Management*, 49(3), 367-392.
- Audenaert, M., George, B., Decramer, A. (2019). How a demanding employment relationship relates to affective commitment in public organizations: A multilevel analysis. *Public Administration*, 97, 11-27.
- Bakker, A. B. (2011). An evidence-based model of work engagement. *Current directions in psychological science*, 20(4), 265-269.
- Bakker, A. B. (2015). A job demands–resources approach to public service motivation. *Public Administration Review*, 75(5), 723-732.

- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22, 309–328.
- Bakker, A. B., & Demerouti, E. (2016). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*
- Bakker, A. B., Demerouti, E., & Euwema, M. C. (2005). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10, 170-180
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management*, 43, 83–104
- Bakker, A. B., Demerouti, E., De Boer, E., & Schaufeli, W. B. (2003). Job demands and job resources as predictors of absence duration and frequency. *Journal of vocational behavior*, 62(2), 341-356.
- Bakker, A. B., Demerouti, E., Taris, T., Schaufeli, W. B., & Schreurs, P. (2003). A multigroup analysis of the job demands-resources model in four home-care organizations. *International Journal of Stress Management*, 10, 16–38
- Bakker, A. B., Tims, M., Derks, D. (2012). Proactive personality and job performance: The role of job crafting and work engagement. *Human Relations*, 65, 1359-1378.
- Bedeian, A. G., Ferris, G. R., & Kacmar, K. M. (1992). Age, tenure, and job satisfaction: A tale of two perspectives. *Journal of Vocational behavior*, 40(1), 33-48.
- Bindl, U., & Parker, S. K. (2010). Proactive work behavior: Forward-thinking and change-oriented action in organizations. In S. Zedeck (Vol. Ed.), *APA handbook of Industrial and organizational psychology*. Vol. 2. (pp. 567–598). Washington, DC: American Psychological Association.
- Buonocore, F., Agrifoglio, R., & de Gennaro, D. (2020) The Role of Digital Competencies and Creativity for Job Crafting in Public Administration. In *Digital Transformation and Human Behavior* (pp. 87-97). Springer, Cham.
- Cable D.M, De Rue D.S. (2002). The convergent and discriminant validity of subjective fit perceptions *Journal of Applied Psychology*, 87 (2002), pp. 875-884
- Cantarelli, P., Belardinelli, P., & Belle, N. (2016). A meta-analysis of job satisfaction correlates in the public administration literature. *Review of public personnel administration*, 36(2), 115-144.
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86, 499–512.
- Edwards, J. R. (1991). *Person-job fit: A conceptual integration, literature review, and methodological critique*. John Wiley & Sons.
- Edwards, J. R., & Shipp, A. J. (2007). The relationship between person-environment fit and outcomes: An integrative theoretical framework. In C. Ostroff, & T. A. Judge (Eds.), *Perspectives on organizational fit* (pp. 209–258). San Francisco: Jossey-Bass.
- Ferlie, E., Ashburner, L., Fitzgerald, L. and Pettigrew, A. (1996) *The New Public Sector in Action*, Oxford: OxfordUniversity Press.

- Ganster, D. and Victor, B. (1988) The Impact of Social Support on Mental and Physical Health, *British Journal of Medical Psychology*. 61:1 pp17–36.
- Geurts, S. A., Taris, T. W., Kompier, M. A., Dijkers, J. S., Van Hooff, M. L., & Kinnunen, U. M. (2005). Work-home interaction from a work psychological perspective: Development and validation of a new questionnaire, the SWING. *Work & Stress*, 19(4), 319-339.
- Giacomini D., Muzzi C. (2020), Il Responsabile della Transizione Digitale negli enti locali: una posizione in cerca di attore, *ProspettiveInOrganizzazione*, January, online journal, ISSN: 2465-1753
- Giacomini, D., Sancino, A., & Simonetto, A. (2018). The introduction of mandatory inter-municipal cooperation in small municipalities: Preliminary lessons from Italy. *International Journal of Public Sector Management*, 31(3)
- Grant, A. M., & Ashford, S. J. (2008). The dynamics of proactivity at work. *Research in Organizational Behavior*, 28, 3–34.
- Greenglass, E. R., & Fiksenbaum, L. (2009). Proactive coping, positive affect, and well-being: Testing for mediation using path analysis. *European Psychologist*, 14, 29-39.
- Hackman, J. R., & Oldham, G. R. (1974). The Job Diagnostic Survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects
- Hair JF, Black WC, Babin BJ, et al. (2010) *Multivariate Data Analysis: A Global Perspective*. 7 edition. Upper Saddle River, NJ: Prentice Hall
- Hair JF, Hult TG, Ringle CM, et al. (2017) *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Second edition. Los Angeles: Sage
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of school psychology*, 43(6), 495-513.
- Hambleton, A. J., Kalliath, T., & Taylor, P. (2000). Criterion-related validity of a measure of person-job and person-organization fit. *New Zealand Journal of Psychology*, 29(2), 80.
- Handke, L., De Boeck, G., & Kauffeld, S. (2020). Exploring the Use of ICT in Job Crafting. In *Academy of Management Proceedings* (Vol. 2020, No. 1, p. 17075). Briarcliff Manor, NY 10510: *Academy of Management*.
- Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. *Applied psychology*, 50(3), 337-421.
- House, J. and Wells, J. (1978) *Occupational Stress, Social Support and Health: Reducing Occupational Stress*, HEW (NIOSH) Publication No. 78–140, Washington, DC: US Department of Health, Education, and Welfare
- Ilies, R.; De Pater, I.E.; Lim, S.; Binnewies, C. Attributed causes for work-family conflict: Emotional and behavioral outcomes. *Org. Psychol. Rev.* 2012, 2, 293–310.

- Ingusci, E.; Callea, A.; Chirumbolo, A.; Urbini, F. Job crafting and job satisfaction in a sample of Italian teachers: The mediating role of perceived organizational support. *Electron. J. Appl. Stat. Anal.* 2016, 9, 675–687.
- Jin, M. H., McDonald, B., & Park, J. (2018). Person–organization fit and turnover intention: Exploring the mediating role of employee followership and job satisfaction through conservation of resources theory. *Review of Public Personnel Administration*, 38(2), 167-192.
- Jung, C. S. (2014). Extending the theory of goal ambiguity to programs: Examining the relationship between goal ambiguity and performance. *Public Administration Review*, 74, 205-219.
- Karasek, R. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 24, 285–308.
- Karasek, R., Triantis, K. and Chaudhry, S. (1982) Coworker and Supervisor Support as Moderators of Associations between Task Characteristics and Mental Strain, *Journal of Occupational Behavior*. 2:2 pp181–200.
- Lauver, K. J., & Kristof-Brown, A. (2001). Distinguishing between employees' perceptions of person–job and person–organization fit. *Journal of vocational behavior*, 59(3), 454-470.
- Lu, C. Q., Wang, H. J., Lu, J. J., Du, D. Y., & Bakker, A. B. (2014). Does work engagement increase person–job fit? The role of job crafting and job insecurity. *Journal of Vocational Behavior*, 84(2), 142-152.
- Luu, T. T. (2020). Activating job crafting in public services: the roles of discretionary human resource practices and employee use of normative public values. *Public Management Review*, 1-33.
- Lyons, P. (2008). The crafting of jobs and individual differences. *Journal of Business and Psychology*, 23, 25–36
- Metcalfe, L. and Richards, S. (1990) *Improving Public Management*, London: European Institute of Public Administration, Sage.
- Ohly, S., & Schmitt, A. (2017). Work design and proactivity. In S. K. Parker, & U. K. Bindl (Eds.), *Proactivity at work: Making things happen in organizations* (pp. 387–410). New York, NY: Routledge.
- Rudolph, C. W., Katz, I. M., Lavigne, K. N., & Zacher, H. (2017). Job crafting: A meta-analysis of relationships with individual differences, job characteristics, and work outcomes. *Journal of Vocational Behavior*, 102, 112-138.
- Sameer, S. K., & Priyadarshi, P. (2020). Interplay of organizational identification, regulatory focused job crafting and job satisfaction in management of emerging job demands: evidence from public sector enterprises. *International Review of Public Administration*, 1-19.
- Tims, M., & Bakker, A. B. (2010). Job crafting: Towards a new model of individual job redesign. *Journal of Industrial Psychology*, 36(2), 1-9.
- Tims, M., Bakker, A. B., & Derks, D. (2012). Development and validation of the job crafting scale. *Journal of Vocational Behavior*, 80, 173-186.

- Tims, M., Bakker, A. B., Derks, D., & van Rhenen, W. (2013). Job crafting at the team and individual level: Implications for work engagement and performance. *Group & Organization Management*, 38, 427-454
- van den Tooren, M., & de Jong, J. (2014). Job demands-resources and employee health and well-being. *Career Development International*.
- Venkatesh, V. and Bala, H. (2008). Technology Acceptance Model 3 and a Research Agenda on Interventions. *Decision Science*, 39(2), 273-312.
- Warr, P. (2003). 20 Well-Being and the Workplace. *Well-being: Foundations of hedonic psychology*, 392.
- Winnubst, J., Marcelissen, F. and Kleber, R. (1982) Effects of Social Support in the Stressor–Strain Relationship: A Dutch Sample, *Social Science and Medicine*. 16 pp 475–82.
- Wrzesniewski, A., Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of their work. *Academy of management review*, 26(2), 179-201.