How to balance high job demands and rapid changes in today's knowledge-based organisations? A practical guide to human resource management (HRM) and line managers based on the Job demands-resources (JD-R) theory;

Combining newer research on engagement, job crafting (JC), job redesign, career competencies and career theory to shed light on how organisational interventions and personal development plans (PDP) might be utilized to enhance employee development and career development while providing mutually beneficial effects such as work engagement, employee well-being, proactivity, employability and resilience towards change.

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Forord

Etter ti år i ulike HR roller som dekker de fleste årlige HR prosesser fra både operasjonelt og strategisk perspektiv har min interesse for å viderutvikle de ansatte til stadig økt. De siste årene har jeg sittet i internasjonale HR Manager roller i ulike foretningsområder i roller der man sitter i ledergruppen og får bredere innsikt i hva bedriften og toppledelsen virkelig har behov for på lengre sikt. Jeg har i økende grad sett viktigheten av å utvikle våre eksisterende ansatte, og hvorvidt dette på en god måte kan sys sammen med hva vi som bedrift trenger å oppnå i fremtiden via kompetanser vi har eller kan tilegne våre dyktige ansatte. Etter å ha blitt introdusert for job crafting konseptet har jeg fått lyst til å dypdykke i dette temaet kombinert med utvikling av ansatte.

Ved å fokusere på resultater relevant for en bedriftssetting jeg kjenner godt har jeg hatt muligheten til å kunne kombinere nyere forskning rundt temaer jeg brenner for sett i lys av min praktiske bakgrunn innen HR. Dette har gitt masse motivasjon, og jeg håper jeg kan bruke dette videre i min rolle for å bidra til at vi kontinuerlig utvikler våre ansatte via en prosess som er støttet opp av forskning, og ved å benytte læring fra positiv psykologi for å sikre et proaktivt og positivt utviklingsfokus av spesielt engasjerte og dyktige ansatte vi gjerne vil beholde og utvikle internt.

Jeg vil gjerne rette en stor takk til min veileder Professor Per Øystein Saksvik for hans refleksjoner, tilbakemeldinger og fleksibilitet. En stor takk går og til min mann Shiva, og mine foreldre Anne-Ka og Nils, for all deres motivering, støtte og praktiske hjelp som gav meg muligheten til å skrive en masteroppgave paralellt med omsorg for en 1-åring og full jobb. Sist, men ikke minst, rettes en stor takk til alle gode kollegaer og venner som har støttet meg gjennom prosessen; spesifikt til min leder Pia for jobbfleksibilitet og gode HR-diskusjoner rundt mitt tema, samt til Vera og Christin for hjelp til gjennomlesning når innleveringen nærmet seg. Uten alle deres støtte hadde dette aldri latt seg gjøre; så tusen, tusen takk!

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Abstract

The aim of this thesis is twofold: First, to present an overview of the most relevant aspects of the Job demands-resources (JD-R) model, job crafting (JC) and personal development plans (PDP) in relation to employee development and career development through a literature review. By doing this, relevant interventions were reviewed and connected to the selected organisational context

Secondly, aiming to see whether this can provide human resource management (HRM) and line managers with practical "how to" guidance on encouraging and assisting the employees to create good personal development plans that in itself, and through intervention follow ups, can foster employee well-being, proactivity, employability, resilience and work engagement, and thereby improve job performance and lower turnover intention.

Conclusion: Through the lens of the JD-R model, development related actions have been proposed to help employees balance the increasing job demands caused by constant organisational changes in an international knowledge-based organisation. Practical proposals and reflection topics on how HRM and line managers can utilize interventions and PDPs in organisations have been described trying to link HR practice with newer research, as well as combining the fields of work theory and career theory.

List of abbreviations

COR:	Conservation of resources
HR:	Human resources
HRM:	Human resource management
JC:	Job crafting
JD-R:	Job demands-resources
PCP:	Personal crafting plan
PDP:	Personal development plan

Introduction

Considering knowledge-based organisations, the work is getting more and more complex, the internal and external pressure from management and costumers are escalating in tough market conditions, and the changes both to the organisations themselves, employee competence needs, and to how we work are coming faster and faster (Lee, Kwon, Kim, & Cho, 2016). Trying to balance all these changes and increased demands it is important for Human Resource Management (HRM) and line managers to consider how the organisation can empower the employees in increasing their job- and personal resources and thereby foster a mutually positive work environment able to meet future challenges and needs (Albrecht, Bakker, Gruman, Macey, & Saks, 2015).

Employee well-being is fundamental for the success of an organisation as it predicts essential aspects, such as employee productivity and turnover (Grant, Christianson, & Price, 2007). Based on the Job demands-resources (JD-R) theory (Bakker & Demerouti, 2007; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Schaufeli & Bakker, 2004) it will protect employees against high job demands, stress and burnout, to have access to sufficient amounts of job resources. This will in addition promote work engagement (Schaufeli, Bakker, & Van Rhenen, 2009), which will be thoroughly reviewed later in this thesis.

Today's knowledge economy has a very dynamic nature, and this combined with the aging population, has forced organisations to put issues related to talent management and employability high up on the strategic agenda (Beausaert, Segers, van der Rijt, & Gijselaers, 2011). Changing working conditions call for new ways of working, and development of new competencies might be essential to keep the current work force.

Akkermans, Brenninkmeijer, Schaufeli, and Blonk (2015) describe the changing nature of the labour markets, especially in the Western countries, and highlight how the labour has become more knowledge-based in general, with a higher focus on service orientation. The flexibility need has also increased. Consequently, careers are becoming more dynamic, and the employees need to deal with an escalating number of changes. Akkermans and Kubasch (2017) highlight how close to all career studies currently see the field changing due to key trends like increased complexity and higher unpredictability. Career development and well-being of the employees are therefore getting more and more important, and for

employees, "gaining resources and competencies to successfully manage one's career is essential" (Akkermans et al., 2015, p. 534).

It is needed to pay close attention to career and career development in the contemporary organisations with rapidly changing business environments. Employees will face ambiguous situations during their career, and it is essential for them to develop new competencies to be able to meet unexpected organisational situations (Lee et al., 2016). Job responsibilities might change, digitalisation might make new demands, and the market might call for layoffs or changed focus on what assignments to work on in the future.

To be able to meet present challenges and changes, it is of vital importance for organisations to invest in their employees by enabling and encouraging reflection, learning and development. By supporting development of their employees' expertise, both employees and the organisation might adapt to new parameters, new challenges and new scenarios, and keep delivering high quality performance in a changing work sphere (Beausaert, Segers, & Gijselaers, 2011a). Tladinyane and Van der Merwe (2016) further highlight the importance of employees' ability to adapt to new work demands, diverse groups and different work environments now when careers are becoming more diverse, boundary-less and global, and when the work sphere evoke significant changes to both the nature and complexity of their careers and their job demands.

Akkermans and Tims (2017) point out how we recently see changes in the labour market connected to increasing flexibility and self-management. These changes have brought more scholars to investigate which competencies employees need to successfully navigate their careers. Proactivity is among the competencies that play an important role in employee well-being. By providing employees with sufficient autonomy in designing their jobs, managers and policy makers can let their staff make adjustments to make better person-job fit (Plomp et al., 2016). In the current insecure work- and employment environment, employees greatly benefit from a self-directed approach towards their job (Wrzesniewski & Dutton, 2001) and their career (Fugate, Kinicki, & Ashforth, 2004). Multiple scholars point out that there is a growing need for self-managing one's career. This is particularly because of the unpredictable and fast changing work environment (King, 2004).

Plomp et al. (2016) mention the ongoing debate about what employees versus organisations need to do in relation to career development, and how organisations benefit from investing in employee development. Clarke (2013) highlights that it still is the

organisation's responsibility to support employees in their career development. So, what can HRM do to improve current HR policies and in helping the organisation and line managers supporting this?

Ongoing changes in the work sphere has given recognition of an increased value of human capital (Beausaert, Segers, & Gijselaers, 2011b). The study of Akkermans, Schaufeli, Brenninkmeijer, and Blonk (2013) shows that career competencies in young employees seen through the lens of the JD-R model underline the value of combining research on career development and employee well-being. Hall and Heras (2010) have further specifically called for research to connect literature on contemporary jobs and career design. Akkermans and Tims (2017) follows a similar conclusion in their recent study; job and career concepts are likely to be closely related, and should therefore be integrated in research. Today's career development strategies are, unlike previous thoughts within the career domain, seeing the need for an integrated career management system that in a structured manner develop human resources with a long term focus (Lee et al., 2016). These thoughts are well aligned with the practical personal development plan (PDP) concept, that through its structure might enable the organisation to follow up long term individual development needs, wishes and action plans.

Research Questions

Both the Job demands-resources (JD-R) model, job crafting (JC) and the personal development plan (PDP) concept (linked to employee development) are relatively new concepts in their current state, but based on long research traditions within the fields of career theory, positive psychology, organisational psychology and work engagement research.

The Job demands-resources (JD-R) model is the most widely cited theoretical model of work engagement (Albrecht et al., 2015) and explains how job demands and job- and personal resources must be balanced to achieve increased work engagement and job performance, and how imbalance might cause stress (Christensen, Saksvik, & Karanika-Murray, 2017). Job crafting (JC) is an established term within positive psychology that lately often has been included when looking at the motivational process in the JD-R model, as well as researched on its own. JC covers how an employee proactively can balance the levels of his/her resources and demands with his/her own abilities and needs (Christensen et al., 2017). Personal development plan (PDP) on the other hand is an assessment tool with focus on employee development. It is used to map what competencies the employee has worked on

lately, and what competencies s/he is planning to further develop" (Beausaert, Segers, Fouarge, & Gijselaers, 2013).

By using the stronger research based insights from the JD-R model and JC, I hope to make use of the knowledge we have regarding PDPs into how HRM and line managers practically can take use of research findings in their work in keeping or increasing work engagement. Albrecht et al. (2015) have called for HRM to embed engagement in HR policies and practices, including performance management, training and development. With a background from HR, I really see how this might bring additional value, and hope to shed further light on how to bring research based insights into the practical work with employees - for HRM and line managers- through this thesis. Albrecht et al. (2015) further conclude that embedding research findings on engagement in HRM policies can result in positive results potentially helping organisations achieving a competitive advantage.

I propose that input from the research on the JD-R model and job crafting (JC) combined with insights regarding employee development and career development can give research based insights to help HRM provide better policies and employee trainings to meet the organisational demands of today. By having HR policies empowering line managers to assist their employees with setting up high quality PDPs, I further hope that this might help enabling that both the employees' and the organisation's interests are kept to the best extent possible while employees will stay engaged, keep performing well, and hopefully stay on and develop within the company. Based on this, I have selected the following research questions;

1) Based on the JD-R model, job crafting (JC) and career theory insights;
   a. What organisational trainings, interventions or processes related to employee- and career development can be proposed aiming to balance high job demands while enhancing engagement in times with constant organisational changes?
   b. Is it feasible to do this in a way that aims to meet the organisation's need for new competencies while balancing the employee's development wishes?

Albrecht et al. (2015) pose that they were among the first aiming at integrating practical HRM in organisations with the scholar's engagement literature. By reviewing newer research within engagement, JD-R, JC, PDPs, organisational interventions and career literature in this thesis, and by including it in the context of a business setting, I hope to shed

further light on the benefits of operationalizing organisational psychology insights. Secondly, I hope to show how this might create gains for HRM in organisations by providing policies and advise to attain an engaged and flexible workforce that through their enhanced performance provide additional business advantages. Based on this, I have selected my second research question;

2) Can the use of personal development plans (PDP) help bridging the gap between proven research and HR practice by providing human resource management (HRM) with a practical tool and process enabling them to further follow up interventions and focus on continuous employee- and career development?

Context: Business setting

For the purpose of giving the most suitable guidance to line managers and HRM based on the research review, I have chosen to specify what organisation this theoretical review is tailor-made to be of use to.

I will focus on a big (10 000+ employees), international knowledge-based organisation spread over 100+ countries where the majority of the employees hold university degrees. The company is divided in five separate business areas with separate global executive leadership teams, headquartered in different countries running five quite different operations. Like most businesses nowadays, they are seeing constant changes that call for new services, new competence needs, changing targets, strong push from clients, as well as the need to combine downsizing and restructuring within some areas, with desperate need for rapid growth and recruitment in others.

The business areas share the company's common purpose, vision and values as well as governing HR policies and annual HR processes. Within this organisation, the line managers are responsible for HR matters, including developing their resources, and are therefore - with support from HRM - driving the annual processes in their units connected to individual development plans, performance assessments and work engagement.

When it comes to employee development the employees are encouraged to proactively seek transfer between different roles and organisational levels within and between the business areas and countries if they are so inclined. There is a large internal career market,

and HR policies are in place to make it as seamless as possible moving employees across roles, business areas and countries.

Employee development is part of the focus in the mandatory performance assessment meetings between line manager and employee three times a year, however a more frequent dialogue on the topic is encouraged.

In the first meeting, individual goals for the year according to operating business plans for the unit are set. At the same time an individual development plan with a 2-5-year horizon is set up. This is driven by the employee, but supported by the line manager, and the employee can choose to either focus on developing in the current role, or to develop into a new role. The development plan might include on-the-job learning, courses, and learning by cooperation with others operationalised into concrete tasks with deadlines. The employee is expected to be active in this setting, and to have proposed development possibilities. The line manager should encourage employee development, while assuring that the development is somewhat aligned with future needs within the organisation.

The second meeting is a mid-year review, checking where the employee is according to plans, how s/he is doing, and to potentially review if goals or development plan needs to be adjusted. The last meeting at year-end is assessing this year's performance through goal completion and general job behaviours linked to role and seniority, but also to again run a review of the ongoing development.

The company receives continuously high scores on their annual engagement survey compared to the survey provider's norm group of high engagement businesses, and the employees consistently voice through the engagement mapping every year, that the company's purpose, vision and values are very important for them. The questions regarding employee development are normally scored high, and are proven to be important for the employees. At the same time, lack of development opportunities is one of the reasons many employees reveal as a key reason for leaving the company. Over the last few years when the need for changes has increased, the results on the engagement study have been reduced, and higher amounts of stress have been reported.

In a competence driven knowledge-based organisation like the business setting used here, it is hardly anything more important than the employees and the competencies they bring to the organisations operation, as well as the competencies they want to and can develop in the future to enable the organisation in reaching its business goals. Next to delivering well

to its clients – what is more important than prioritizing what the employees can, what they want to develop, and how this is aligned with what the business believes it needs in the future? The employees are truly the number one key asset to the business.

When reviewing the different theories listed below, it becomes clear that there are many commonalities connected to employee development and thoughts on what is needed for employees to develop their career within the organisation. I believe a business context like this might benefit from learning from these insights.

Theoretical background

The Job Demands-Resources model (JD-R)

The JD-R model is among the explanatory models in occupational health psychology, and focuses on explaining stress as a consequence of an imbalance between job demands and job resources (Christensen et al., 2017). It is currently one of the leading job stress models (Schaufeli & Taris, 2014), but is also the most widely cited theoretical model of work engagement (Albrecht et al., 2015).

Work engagement occurs when employees balance their job demands – such as challenging costumers or higher workload – with their resources – such as social support and development opportunities. Engagement is defined as "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli, Salanova, González-Romá, & Bakker, 2002, p. 74). Enhancing work engagement is of high importance to organisations and their HRM resources as it is linked to multiple positive organisational outcomes – which I will thoroughly cover later.

The JD-R model was first introduced in 2001 by Demerouti et al. (2001), and later adjusted by Schaufeli and Bakker (2004). Both models had a key focus on burnout, but the latter version was the one that also introduced work engagement and thereby adding a positive psychology dimension (Schaufeli & Taris, 2014). As Schaufeli and Taris (2014, p. 43) explains it; "The current version of the model proposes that high job demands lead to strain and health impairment (the health impairment process), and that high resources lead to increased motivation and higher productivity (the motivational process)".

Job demands are defined as physical, social, psychological or organisational aspects connected to the job that lead to physical, physiological or psychological costs (Demerouti et al., 2001; Schaufeli & Bakker, 2004). Examples can be time pressure, emotionally demanding interactions with clients, high workload, unhealthy physical work environment (Christensen et al., 2017), role ambiguity, performance demands and interpersonal conflict (Schaufeli & Taris, 2014). In these times of rapid changes, job insecurity, downsizing, centralization and reorganization might also be worth mentioning as potential job demands (Schaufeli & Taris, 2014).

The strain due to high job demands can contribute to adverse outcomes such as burnout and stress, but job resources can work as a buffer against strain caused by job demands (Schaufeli & Taris, 2014). When the job demands are high, job resources have an influencing effect on motivation and work engagement (Bakker & Demerouti, 2007).

The motivational process of the JD-R model poses that the availability of job resources leads to organisational commitment and work engagement (Schaufeli & Bakker, 2004). Job resources are defined as physical, psychological, social or organisational aspects connected to the job that a) are functional to reach goals, b) reduce work demands and the associated costs, c) stimulate personal growth, learning and development (Demerouti et al., 2001; Schaufeli & Bakker, 2004). Examples are autonomy, job security, career opportunities, performance feedback, social support (Bakker & Demerouti, 2007), optimism, self-efficacy, personal effectiveness, resilience (Van Wingerden, Derks, & Bakker, 2017), feedback, job control, social support (Schaufeli & Taris, 2014), and opportunities for professional development (Akkermans & Tims, 2017; Schaufeli & Taris, 2014). Hobfoll (2002) pinpoints how resources are important in multiple ways; they are a means to deal with job demands, but are also important in their own right, and they are a way of getting things done.

In 2007 a new revision of the JD-R model came, explaining how job resources and job demands could interact and thereby affect the job strain and motivation (Bakker & Demerouti, 2007). Around the same time personal resources were discussed in relation to the JD-R model (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007), and a few years later the connection between personal resources and how they predict higher levels of engagement was further established (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009b). Xanthopoulou et al. (2009b) did additionally prove that the increased engagement improved future higher levels of job and personal resources. This is well aligned with the gaining spirals proposed in the conservation of resources (COR) theory (Hobfoll, 1989, 2002) which in short describe how

people seek to obtain and protect resources, and further strive to accumulate them. Personal resources has later been proposed as part of the JD-R theory in multiple different ways (Schaufeli & Taris, 2014).

Personal resources are positive self-evaluations linked to resilience, which refer to individuals' sense of their ability to control and impact upon their environment successfully. They are because of this functional in achieving goals, and stimulates personal growth and development (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009a). Examples are optimism, hope, intrinsic motivation, organization-based self-esteem, innovativeness, extra-role performance, self-efficacy, resilience and turnover intention (Schaufeli & Taris, 2014). Akkermans and Tims (2017) further showed how a career-related concept such as career competencies can act as a personal resource in the JD-R model.

Bakker and Demerouti (2014) did in one of their later articles include the JC dimension in the JD-R model, as shown below in *figure 1* below. It shows the basics of the JD-R model, as well as links it to JC that I will cover as a second theory in this thesis. This shows a way in which the JC dimension is proved to potentially fit very well with the JD-R frame work, and further highlight how JC might be drawn into some of the JD-R conclusions and findings. Bakker and Demerouti (2014) did with this edition include JC as part of the motivational process in the JD-R model, suggesting that personal resources have the potential to further boost job characteristics.
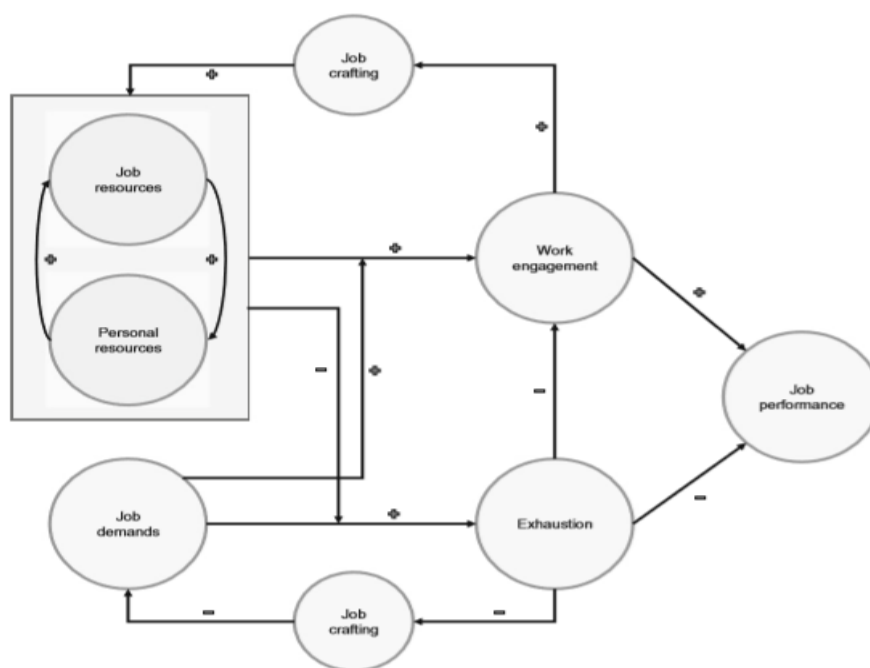
Figure 1: The JD-R Model from Bakker and Demerouti (2014).

Xanthopoulou et al. (2007) highlight how mobilizing job resources may be of good value for employees to thrive at work, and further, that empowerment of their personal resources might be valuable. Employees with personal resources were confident about their capabilities and had an optimistic outlook on their future, and therefor create or identify ways in their work environment to facilitate their goal attainment. According to Hobfoll (1989, 2002) employees high in certain personal resources like optimism and self-efficacy might also be more resistant to adverse conditions.

Social support is the most well-known variable proven to function as such a buffer against job strain (Bakker & Demerouti, 2007). Social support, together with performance feedback and autonomy are further among the job resources that are found to instigate the motivational process which leads to work related learning, work engagement and commitment to the organisation (Bakker & Demerouti, 2007). The motivational process has multiple valid outcome variables, including the prior mentioned work engagement, but also task performance, and even career success (Akkermans & Tims, 2017).

Bakker and Demerouti (2007) explain how job resources can be present on different levels. On an organisational level, it can be job security, career development and salary levels. On the interpersonal level, support from line manager or colleagues can play a part, how work is organized can be a job resource, or how the team environment feels. Job resources can even be exemplified on task level by autonomy, feedback on accomplishments or importance of tasks, or how much variation the employee has within scope of work.

Schaufeli and Taris (2014) further propose that the JD-R model also applies on the supra-individual levels, meaning at team level, or even for the entire organisation. The study of Torrente, Salanova, Llorens, and Schaufeli (2012) showed that team work engagement mediates the connection between team level social resources and the line managers perceived team performance. This might rise questions like; Can we look at how strains on the organisation as a whole reduce work engagement? And can HR practices linked to development and job crafting interventions potentially increase the resources of the organisation and thereby increase the overall organisation's work engagement?

The JD-R model has been used to find insights within themes like burnout and stress (Demerouti et al., 2001; Schaufeli & Bakker, 2004), engagement and well-being (Schaufeli & Bakker, 2004), and how personal resources can stimulate personal development

(Xanthopoulou et al., 2009a, 2009b). When in addition engagement was linked to turnover intention and performance in light of this model as soon as the motivational process was included by Schaufeli and Bakker (2004), the model further clarified its value for organisational settings. Lately a lot of focus has been on linking the model to elements of special relevance to this thesis; personal resources (Van Wingerden et al., 2017; Xanthopoulou et al., 2007, 2009a, 2009b), job crafting (Akkermans & Tims, 2017; Bakker, Tims, & Derks, 2012; Demerouti, 2014; Demerouti & Bakker, 2014; Ghitulescu, 2007; Petrou, Demerouti, Peeters, Schaufeli, & Hetland, 2012; Rai, 2018; Thun & Bakker, 2018; Tims & Bakker, 2010; Tims, Bakker, & Derks, 2012, 2013; Van den Heuvel, Demerouti, & Peeters, 2015) and career competencies (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2013; Akkermans, Schaufeli, et al., 2013; Akkermans & Tims, 2017; Plomp et al., 2016).

JD-R is currently the most used model within work engagement, and can be used to examine connections related to work environment in a wide variety of organisations (Christensen et al., 2017). This includes knowledge-based international organisations that will be the focus in this thesis. The model has general definitions of the essential variables job demands and job resources, and is therefore a very usable model for job-related settings as it can be tailored to the specific needs of an organisation (Schaufeli & Taris, 2014).

Bakker and Demerouti (2007) explain how the JD-R model also can be used as a tool for human resource management (HRM). They suggest a process that can point out strengths and weaknesses connected to the individuals, certain units or departments, or for the entire organisation. Albrecht et al. (2015) brings up further connections showing the JD-R model's importance for HRM and the overall gains an organisation might experience following up on the connections the model has brought to the light. They summarize how the JD-R model influences work engagement which in turn influences both in-role performance, extra-role performance, creativity and financial returns, and further pose that evidence suggests that employee engagement can be a source of competitive advantage (Albrecht et al., 2015).

Professional development is often seen as a predictor of work engagement (Bakker & Demerouti, 2008), which highlights the importance of providing employees with opportunities to develop and learn at work. To look further into the link to employee development with the career setting, Tladinyane and Van der Merwe (2016) concluded that employees with better developed career adaptability skills, experienced higher employee engagement.

The JD-R model suggests that performance and work engagement can be fostered through interventions that stimulate employees to optimize their job- and personal resources and their job demands (Van Wingerden et al., 2017). Examples can be JC interventions or personal resources interventions (Van Wingerden et al., 2017), and this will be further discussed below, linked to our business setting.

Job Crafting (JC)

In short, job crafting (JC) is the employee's opportunity to proactively balance the levels of his/her resources and demands with his/her own abilities and needs (Christensen et al., 2017). Today there are many different JC perspectives, but the two main approaches are the one introduced in 2001 by Wrzesniewski and Dutton (2001), and the approach aligned with the JD-R theory introduced in 2010 by Tims and Bakker (2010).

Wrzesniewski and Dutton (2001, p. 179) describe JC as "the physical and cognitive changes individuals make in the task or relational boundaries of their work". Linking it closer to the JD-R framework, Tims and Bakker (2010, p. 3) later described JC as "the changes employees make on their own initiative in their levels of job demands and/or job resources". According to the latter definition, employees can work to gain a better person-job fit by proactive behaviours that change their levels of job demands and job resources, which are the characteristics of their work (Thun & Bakker, 2018). In the following, I will refer to the JD-R based variation of JC.

JC is a process that develops over time. The employees have thoughts about what they want from their jobs in the future, and because of this they develop strategies to achieve this. The JC is driven by their motivation to attain these goals (Christensen et al., 2017). JC typically presents itself in demanding, resourceful work environments in constant change (Demerouti, 2014). This comes close to a description of our knowledge-based organisation context, and shows the importance and current relevance of JC in organisations in today's work environments. Demanding jobs are further found to stimulate proactive behaviour, since task complexity is a predictor for JC (Ghitulescu, 2007).

Tims et al. (2012) differentiated four JC dimensions, and thereby summarized that employees can craft their jobs by; increasing structural resources, increase social resources, increase challenging job demands, and decrease hindering job demands. Regarding

development of employees, they can all be relevant, but especially the first three have been found to be powerful JC dimensions in relation to employee development and career development. Relevant JC examples are increasing autonomy and creating opportunities to develop yourself at work (increasing structural resources) or to ask for more feedback and coaching (increasing social resources) (Van Wingerden et al., 2017). An employee can further take on new projects, and thereby increase his/her challenging job demands (Plomp et al., 2016). The last dimension of JC goes in another direction in trying to limit hindering job demands. This can for instance be done by reducing workload (Van Wingerden et al., 2017) or avoiding emotionally straining tasks (Plomp et al., 2016).

JC is positively related to job performance (Tims et al., 2012; Tims, Bakker, & Derks, 2015), work engagement (Petrou et al., 2012)¸ organizational commitment (Ghitulescu, 2007), work-home enrichment (Akkermans & Tims, 2017) and job satisfaction (Plomp et al., 2016). This is supported by recent intervention studies which shows that job crafters increase both their affective well-being and job performance (Gordon et al., 2018; Van den Heuvel et al., 2015). Van Wingerden et al. (2017) further cite the Dutch article of Van Dam, Nikolova, and Van Ruysseveldt (2013, p. 54) stating that "employees who actively pursued job crafting reported more confidence and involvement with the organisation and performed better than employees who made few changes in their work".

JC connects job characteristics to work outcomes (Tims & Bakker, 2010), and Tims, Bakker, and Derks (2013) showed that employees can change their job characteristics through JC since employees who crafted their job resources reported an increase in the resources over time. A variety of personal resources are associated with JC (Demerouti, 2014; Wang, Demerouti, & Le Blanc, 2017). We also know that personal resources can help individuals dealing with challenges, and that personal resources can boost the impact of challenging job demands (Bakker & Sanz-Vergel, 2013). In a recent study JC is even found to potentially increase job resources and challenging job demands directly, and thereby proves to be a core mechanism of the JD-R model's motivational process (Akkermans & Tims, 2017).

The JD-R model suggests that performance and work engagement can be fostered through interventions that stimulate employees to optimize their job- and personal resources and their job demands (Van Wingerden et al., 2017). Examples can be JC interventions or personal resources interventions (Van Wingerden et al., 2017) that I will get back to later in more detail.

Multiple individual differences and workplace characteristics may play a significant role for organisations when facilitating job crafting behaviours (Rai, 2018). Tims and Bakker (2010) suggests that higher self-efficacy, a proactive personality or a high promotion focus may stimulate employees to utilize JC to a larger extent than peers. Personal resources are to some extent malleable and open to development (Xanthopoulou et al., 2007). Linking this to employee- and career development, Akkermans, Schaufeli, et al. (2013) underline that career competencies also can be actively developed by individuals (Akkermans, Schaufeli, et al., 2013). I will go further into career competencies later, as that is a highly relevant topic for this thesis as it links the JD-R model, JC and career development.

Akkermans and Kubasch (2017) point out how career research might benefit from exploring the interplay between contextual factors and individual proactivity – such as job crafting. Tims, Bakker, Derks, and Van Rhenen (2013) has looked at team-level job crafting, and Bizzi (2017) has researched how social networks might be influential on job crafting behaviours. When assessing the effect of job crafting and job crafting interventions, it should therefore also be evaluated how this might affect the team and vice-versa.

JC is currently the most discussed bottom-up redesign approach, and it is gaining popularity within the job design literature (Rai, 2018). Job crafting is among the rising topics also within the career field in general, bundled under the label of proactive behaviour together with career self-management. Proactive behaviour was only covered in 5% of all career related published research since 2012, but the trends show a mention worthy rise in the job crafting focus since 2016 (Akkermans & Kubasch, 2017).

The JC concept has found its way into lots of newer research, and looking at the employee and career development focus in this thesis, it is worth mentioning that in addition to the above mentioned links to performance, engagement, job satisfaction and organisational commitment, it has also been proven that JC increase the perception of the employees internal and external employability (Akkermans & Tims, 2017).

Tims, B. Bakker, and Derks (2014) and Plomp et al. (2016) proposes to raise awareness among employees regarding the possibilities to engage in JC, and Thun and Bakker (2018) further highlights how gaining knowledge about JC can be encouraged in organisations due to the link between JC and multiple favourable organisational outcomes.

Personal Development plans (PDP)

Organisations are to a growing extent making use of Personal Development Plans (PDP) to foster workplace learning (Beausaert, Segers, van der Rijt, et al., 2011). In the current knowledge economy learning is an ongoing task. The importance of investing in lifelong learning and further development of their employees is getting high up on the strategic agendas (Beausaert et al., 2013).

It is mainly in the last 20 years that PDPs has been used in organisations for developmental purposes and not only directly linked to selection, certification or accountability (Beausaert, Segers, van der Rijt, et al., 2011). However, PDPs have become increasingly used in organisations recently. Eisele, Grohnert, Beausaert, and Segers (2013) mention how many organisations have implemented PDP's as a strategic development tool used by human resources (HR) departments. The aim of the tool for HR is to stimulate informal and formal learning which is assumed to improve expertise and work performance (Eisele et al., 2013). Since PDP promotes being a useful tool in managing employees continuing professional development, it naturally has achieved high interest (Beausaert, Segers, van der Rijt, et al., 2011).

The core goal of using a PDP is to stimulate the employees to think about their job profile and the competencies that are needed to fulfil the job (Beausaert et al., 2013). In basic terms, you stimulate the employees to do a gap analysis of their current skills compared to the competencies needed. Beausaert et al. (2013) state that by doing this comparison you will single out what competencies the employee still needs to develop.

Beausaert et al. (2013) describe a PDP as "an assessment tool embedded in a larger assessment cycle of development and performance interviews. It is used to gather and document information about the competencies the employee worked on and is planning to further develop in the near future" (Beausaert et al., 2013, p. 146). Beausaert, Segers, van der Rijt, et al. (2011) are in their literature review of PDP's also highlighting that the PDP should be composed by the employee him/herself, mostly in consultation with the line manager. They further point out how it can be used as a basis for conversation with the line manager or coach, who provides the employee with feedback and stimulates the employee's reflection.

In practice a PDP is normally used to steer the employees' competence development by having employees undertake learning activities and thereby improving their competencies. This is done by using the PDP as a reflection tool (Beausaert et al., 2013). By following a

PDP, an expected consequence is that the employee's expertise will grow and that his or her performance will improve (Beausaert, Segers, van der Rijt, et al., 2011). Beausaert, Segers, et al. (2011b) mention how a PDP can be used aiming to achieve different purposes in the organisational settings (i.e. professional development, promotions, salary raises, selection or simply to place accountability). They further conclude that you get the highest positive predictions from using a PDP linked to undertaking of learning activities and employee performance by implementing the tool as a learning and development tool. However, implementing it as a tool for promotion and selection shows some of the same effects.

A supportive environment contributes to the success or failure of the use of a PDP. A supportive environment should include the dedicated time and resources set aside to compose a PDP, line manager discussions regarding the PDP, practical resources and training to use the PDP tool (Beausaert, Segers, van der Rijt, et al., 2011). In addition, to link this to the job crafting section above; The more an employee perceives that s/he receives assistance and reassurance in building competence, autonomy and flexibility, the more likely s/he is to use job crafting (Thun & Bakker, 2018; Wrzesniewski & Dutton, 2001).

A PDP assessment is often used aiming to increase reflective learning, provide evidence of achieved targets, coaching, stimulating confidence and professional development (Beausaert, Segers, van der Rijt, et al., 2011). Multiple studies confirm that using a PDP is supporting the undertaking of learning activities and employee performance (Beausaert, Segers, et al., 2011a; Tigelaar, Dolmans, De Grave, Wolfhagen, & Van Der Vleuten, 2006). A variety of articles further explain how using PDPs to support the process of employee's individual learning and reflection, fits well with adult learning theories (Beausaert, Segers, et al., 2011a; Lejeune, Mercuri, Beausaert, & Raemdonck, 2016).

If a PDP assessment is in line with the employee's learning needs and at the same time there is a clear connection with the day-to-day practice, the perceived benefit of the PDP itself will lead toward an increased enthusiasm and personal satisfaction, which will in turn stimulate the personal development of the employee (Austin, Marini, & Desroches, 2005; Beausaert, Segers, van der Rijt, et al., 2011; Bullock, Firmstone, Frame, & Bedward, 2007). The PDP tool could add significant value to learning and development processes, and even more so if ensuring focus on desired future plans, plan future careers, and the undertaking of learning activities to reach future goals (Beausaert et al., 2013).

Method

The literature review was chosen to summarize the literature on the JD-R theory, PDP's, and JC. Articles were found by using the university library's search functionalities across online journal databases and books. Databases such as Emerald insight, PsycINFO, Wiley and Elsevier were used. The articles were selected through a staged review, which is "the practice of initially reviewing only abstracts to determine relevancy and then reviewing relevant articles in depth" (Torraco 2005, cited from Rai, 2018, p.201).

The search started out using the terms JD-R and JC in combination with PDP, personal development plan, career development, employee development or competence development. After going through all abstracts the search was widened to include specifically JC interventions and career competencies in connection to JD-R.

Within research on development plans for employees, multiple terms are used. In line with the conclusions of Beausaert, Segers, van der Rijt, et al. (2011) literature review of personal development plans in organisations I choose to focus on the key words "PDP", "personal development plan" and "professional development plan". There are many synonyms, but the most used terms are "portfolio (assessment)" and "professional- or personal development plan". As portfolio in many articles refer to a report system for organisational accountability and learning (Beausaert, Segers, van der Rijt, et al., 2011), the PDP concept was chosen.

Next, all publications from the most influential authors within JD-R, JC and PDP were searched through, and I expanded with a broader search on the relevant terms to specifically find research published between 2016 until June 2018 to ensure the newest insights were included as all my chosen concepts are relatively new. Especially JD-R in connection to career and development as well as JC and JC interventions has proven to be actively used in current research while this thesis is being written.

Finally, I went through all reference lists of the chosen articles to look for further relevant articles. These were screened by their abstracts, and some were added. 86 articles were found suitable and selected for full in depth review, of which 81 articles are cited in this thesis.

Discussion

Based on the literature review, and seeing it in relation with how development can balance the increasing demands and therefor increase engagement, the following discussion will focus on answering the research questions;

1) Based on the JD-R model, job crafting (JC) and career theory insights;
   a. What organisational trainings, interventions or processes related to employee- and career development can be proposed aiming to balance high job demands while enhancing engagement in times with constant organisational changes?
   b. Is it feasible to do this in a way that aims to meet the organisations need for new competencies while balancing the employee's development wishes?
2) Can the use of personal development plans (PDP) help bridging the gap between proven research and HR practice by providing human resource management (HRM) with a practical tool and process enabling them to further follow up interventions and focus on continuous employee- and career development?

I will first discuss employee development and career development in general in the light of the JD-R model, before diving into career competencies that lately have been researched using the JD-R model with a career development focus. Career competencies will be discussed in connection to possible interventions, and how it links to both job crafting, employability and "smart jobs". Employability is the ability to keep the job you have or to get the job you desire (Rothwell & Arnold, 2007), while "smart jobs" refer to jobs that stimulates the individual to learn and grow (Hall & Heras, 2010).

Afterwards, I will review the effect of proactive behaviour and job crafting, particularly linked to development and to job crafting interventions. Further, a variety of combined interventions that show relevance to our business context will be reviewed. The combination of personal resource interventions, job crafting interventions and career competency interventions will bring us closer to answer the first research question, while aligning to our context.

The latter part will take into consideration the business context, and further aim to answer the first research question by proposing development focused intervention options.

Next, I will cover the second research question by proposing what practicalities need to be ensured by HRM to align the use of the PDP tool with utilizing research based findings and intervention follow up, as well as general employee development focus. Aspects on how to tailor-make the HRM actions to different populations will also be covered. The last part will cover discussions related to the second part of our first research question, by debating how to align the employees' development wishes with the organisations competency needs, and how employability and retention might further complicate this aspect. To sum it up, further implications and takeaways for HRM, HR processes and HR policies will be discussed.

Finally, I will review limitations and practical implications of this thesis, before sharing my conclusion.

Employee development and career development

The JD-R theory has a very solid theoretical framework -as covered above- where employee development can increase job resources like development opportunities, meaningful work, social support from line manager and/or colleagues, and if an employee tailor-make how s/he finds the best way for him/her to perform his/her tasks, job demands can be lowered. Both potentially leading to higher employee well-being and engagement.

In light of the JD-R model, professional development is often seen as a predictor of work engagement (Bakker & Demerouti, 2007). Akkermans, Schaufeli, et al. (2013) stated in their study on JD-R and career that a work environment with sufficient autonomy, development opportunities and social support can stimulate the development of career competencies, which subsequently can foster higher work engagement. This is aligned with the JC concept where employees can work proactively to change their levels of job resources and job demands (Tims & Bakker, 2010), as JC is positively related to work engagement (Bakker et al., 2012; Petrou et al., 2012), job performance and job satisfaction (Plomp et al., 2016).

Over the last five years the JD-R model has been researched with a closer connection to employee development by looking into so-called career competencies. Career competencies are in short knowledge, skills, and abilities central to career development that the individual employee him- or herself can influence (Akkermans, Schaufeli, et al., 2013). Some examples are; reflection on one's strengths and limitations, making use of your professional network,

and exploring career opportunities and learning (Plomp et al., 2016). Akkermans, Schaufeli, et al. (2013) concluded that career competencies are relevant for the individuals' career success, but might also contribute to employee well-being. They specifically included opportunities for development as a job resource in their study since career competencies are closely linked to personal development.

The study performed by Lee and Eissenstat (2018) is further establishing the link between work engagement and career development. Their study support the findings of Lee et al. (2016) proving that work engagement mediate the relationship between career related resource and career related outcomes, and that the JD-R model can be applied to career development. Their recent study further pinpoint how work engagement can result from career identity and perceived line manager support, and indicate that work engagement results in career satisfaction and career commitment (Lee & Eissenstat, 2018).

Akkermans and Tims (2017) did in their study empirically prove that career competencies can be considered a personal resource and that enhanced subjective career success can be an outcome of motivational processes. By doing so, they further strengthened the possibility to look at career development through the lens of the JD-R model, and potentially building on other JD-R findings and links to draw it closer to the career domain.

Akkermans and Tims (2017) also brought together job design and career theory in their search of how proactive employees optimize their well-being through JC and career competencies. Their finding suggests that proactive employees can indeed enhance their well-being through both proactive job redesign and through development of career-related skills and abilities. Akkermans and Tims (2017) did thereby -to the best of my knowledge- run the first study available examining the relationship between job crafting and career competencies, and showed how individuals who possess career competencies are more likely to craft their jobs by increasing job resources and challenging job demands. This study to some extent combines both JD-R, career development and JC. This is aligned with the research questions I am probing in this thesis, and the connections I see is coming more and more forward through newer research on the separate topics.

Albrecht et al. (2015) point out how development processes and performance management should include two-way conversations and an agreement on to which extent the employee's job is designed to optimize engagement. Aligned with Schaufeli and Salanova (2008) it is suggested to allow employees to learn and develop throughout their careers to

keep them engaged. This focus on ongoing learning and development is exactly what the PDP assessments is supposed to be a practical tool to help enable (Eisele et al., 2013).

The PDP assessments concept has been researched to some extent over the last 20 years, and organisations are to a growing extent making use of it to foster workplace learning (Beausaert et al., 2011). Reviewing PDP literature, the process has some clear connections and overlaps to the research within JD-R and career competencies as well as JC, but the PDP concept in itself lacks some empirical research from a business setting (Beausaert, Segers, van der Rijt, et al., 2011). Based on this I will try to link the three concepts together.

The PDP tool can be used for multiple purposes, but it is widely agreed that personal development plans with the purpose of the employees' professional development make the most of the PDP as a highly powerful tool (Beausaert, Segers, et al., 2011a, 2011b; Beausaert, Segers, van der Rijt, et al., 2011; Smith & Tillema, 2003). Evans, Ali, Singleton, Nolan, and Bahrami (2002) concluded that PDPs are stimulating continuous professional and personal development, as it led to actual changes in the employee's work. This is aligned with the thoughts of Beausaert, Segers, et al. (2011b). The need for the employee to proactively take part in his/her learning and to help tailor-make it, points to some similarities on JC and job redesign.

Some of the reviewed articles call for job design and career theory to be combined (Hall & Heras, 2010; Plomp et al., 2016), while other call for HRM to use the knowledge to adjust suitable HR policies (Albrecht et al., 2015). Trying to combine this through the lens of JD-R, we see that multiple career related concepts are found to be predicting engagement (Lee et al., 2016). Of particular relevance in this context we have the findings of Akkermans, Schaufeli, et al. (2013) showing how career competencies predict engagement. Further, Poon (2013) found a link between perceived career support and engagement. When looking at career development both career development in itself (Bakker & Demerouti, 2007; James, McKechnie, & Swanberg, 2011) and career development opportunities (Albrecht, 2012) are linked to increased engagement.

With changing work settings including shorter tenure and more flexible work it is important to highlight that it is still the organisation's responsibility to develop their staff (Akkermans & Kubasch, 2017). Bowen and Ostroff (2004) shares how developing your staff into a flexible and talented pool of employees will create a competitive advantage for the organisation due to high value of human capital. In addition the link between engagement and

reduced turnover intention was spotted around the same time through the JD-R model (Schaufeli & Bakker, 2004), making it an important model to build on -even though the effect was rather small- for knowledge-based organisations who basically live of their employees competencies, making their staff the top one priority.

Within the performance domain of HRM and HR development the concepts of work engagement and career are closely intertwined (Bakker & Demerouti, 2008; Lee et al., 2016). A closer understanding of the link between career and work engagement is beneficial for HRM professionals aiming to create or improve career-related HR policies or strategies enhancing the employee's work engagement (Lee et al., 2016).

Schaufeli and Taris (2014) pinpoint that due to the flexibility of the JD-R model it is often needed some additional explanatory theoretical framework to argue why a specific demand interacts with a specific resource. In this thesis, I have aimed to use career theory and JC insights to highlight how the development related topics can relate in the light of the JD-R theory. Further, reviewing how interventions might be of assistance together with PDP trying to bridge the gap between engagement and job aspects within organisational psychology with career theory. Another aim has been to work towards reducing the gap between organisational psychology research in this field, and the practical usage in HRM policies. By doing so, I am hoping to increase the utilization of proven findings in actual business settings aiming to bring on even more improvements that might be of mutual benefit for the employees themselves and the business.

In their literature review on engagement and career, Lee et al. (2016) see career support as a very significant job resource within an organisation, and career adaptability as a similarly key personal resource. They probe that if an employee holds a high level of the two mentioned resources, career development programs may have a moderating effect on the relationship between those resources and the employees work engagement. Through the lens of the JD-R model, employees can be preserving their resources to avoid burnout, remain motivated, and to be able to adjust to complicated career paths (Akkermans, Schaufeli, et al., 2013). On the other hand, the existence of sufficient and seamless career-development opportunities can position employees in a gaining spiral that loops into a positive reciprocal relationship with work engagement over time" (Lee et al., 2016). These findings are aligned with COR theory (Hobfoll, 1989, 2002) that will be further discussed later.

Looking at ways to enhance employee development and career development, a variety of interventions can be utilized in organisations. Both personal resources, job crafting and career competencies are in the literature incorporated in a variety of interventions that might be utilized to provide development opportunities, and to increase the employee's resources. In light of the JD-R model, the increased resources can further increase work engagement and job performance.

Looking at the flip side, without sufficient career development interventions there is a chance that job resources and personal resources could dry up leading to psychological exhaustion in the short term, and substandard performance looking long term (Lee et al., 2016). This highlights the need for ongoing learning and development to be a key focus. Further, this focus is a prerequisite for effectively utilizing a PDP in a business setting aiming for employee development (Eisele et al., 2013).

By drawing parallels across the concepts, I hope to below highlight some commonalities, as well as how research might be used from the empirically more proven theories and concepts to strengthen the use of the PDP as a more practical and user-friendly assessment tool already in use in some organisations. PDPs have limited proven empirical causal effects, and ironically -as already in use- some lacking research from business settings (Beausaert, Segers, van der Rijt, et al., 2011). Still, PDPs have a key focus on many of the key elements of the other theories we are building on in this thesis.

The JD-R Angle: Career competencies

In the JD-R model it is a lot of focus on how job resources can have a motivating effect. Some of this relates to intrinsic motivation and builds in this setting upon the employee's growth, learning and development. As an example, thorough high quality feedback will make the foundation for learning which might further increase job competencies (Bakker & Demerouti, 2007). Through the lens of the JD-R model it is multiple ways to highlight how different resources can be optimized to achieve increased work performance and work engagement (Van Wingerden et al., 2017). For example are personal resources associated with job-related efficacy and optimism, and in turn with work engagement and decreased levels of exhaustion (Xanthopoulou et al., 2007).

Based on their findings, Lee and Eissenstat (2018) advise organisations to cultivate career related personal resources and job resources as a means to enhance the employees' work engagement. High work engagement is further indicated to lead to positive effects on both career commitment and career satisfaction (Lee & Eissenstat, 2018).

In our business setting it is said to already be a high level of engagement. Still there is a process in place, not too different from the PDP assessment concept, trying to set up the structure for the employee to receive constructive high quality feedback and the mutual opportunity to discuss how to develop both professionally and on the personal side considering ways of working and different career related and professional personal resources. However, it is not mentioned any training sessions or interventions ensuring both managers and employees know how to make the most of it and why.

Schaufeli and Taris (2014) propose a basic structure of drafting interventions for individuals, teams or organisations based on the JD-R model. They start with the problem; for instance, how to find a positive way to balance the pressure of constant changes that put increased stress on the employees, and then goes in dialogue with the business. Executives, HRM, line management and other key stakeholders will assist in mapping relevant job stressors, personal resources, job resources, stress reactions and outcomes in the JD-R model scope that will be right for their particular business setting. Following internal communication with buy-in from top management, a survey to map resources can take place, and feedback can be given on overall or (anonymously) on individual basis depending on the need. After analysis, reports can be generated and compared to benchmarks. Also, here improvement recommendations are advised to be given to reduce stress, stimulate work engagement and improve organisational outcomes (Schaufeli & Taris, 2014).

After the report feedback has been discussed throughout the company trying to ensure commitment and trust from all, the needed interventions can take place. This might be employee training programs, line management trainings, team buildings, job re-design, culture change or multiple other actions based on the results given. As with all processes like these, an evaluation should be done mapping effectiveness. Based on this potential evidence-based HR policy, decisions can be made (Schaufeli & Taris, 2014).

As the rationale behind the JD-R model is quite straightforward, it makes it easy to use it as the building block of interventions when communicating this to HR, executives, line managers and employees (Schaufeli & Taris, 2014). Their findings show that only 10-15% of

all employees will spontaneously take use of the individual automated feedback given based on their input (Schaufeli & Taris, 2014), so the organisation can really get added value by running interventions or trainings to encourage further follow up. From an HR point of view this could easily be the basis for either team centred or even organisation wide, global interventions, and is quite aligned with some of the most normal ways of working with engagement surveys in businesses, as part of the annual HR cycle. Referring to our business setting, this is similar to their engagement process, but by having a larger focus on the link to the research-based JD-R model they might be able to get even further input hoping to utilize previously proven results from the scholars.

Career competencies. Over the last five years the JD-R model has been researched with a closer connection to employee development by looking into the above mentioned career competencies (Akkermans, Schaufeli, et al., 2013). Recently Akkermans and Tims (2017) proved that career competencies can be considered a personal resource, and that has really opened up for investigating this even further in this context. Akkermans et al's (2013) study of career competencies four years earlier had proposed the similarity between personal resources and career competencies, and hence opened up for further investigating similar positive relationships.

Actually, Akkermans, Schaufeli, et al. (2013) specifically drew the conclusion that having employees experiencing opportunities for development may lead them to actively search for ways to become further educated and to formulate an action plan with goals for personal development. This kind of goal based action plan is very similar to what they use in our business setting, and well aligned with the more researched concept of utilizing PDPs.

To transfer the terminology of career competencies (Akkermans, Schaufeli, et al., 2013; Akkermans & Tims, 2017) used in the resent JD-R based studies into the setting of a PDP, I would propose the following; Reflective career competencies include reflection on motivation and reflection of qualities (Akkermans, Schaufeli, et al., 2013). This is well aligned with the PDP assessment process that would be started by encouraging the employee to share their motivation and passion concerning their career. They should also explore what are their strengths and weaknesses while mapping an overview of the employee's competencies. It is key in the PDP assessments that the line manager or coach is providing the

employee with feedback as well as stimulating them to reflect (Beausaert, Segers, van der Rijt, et al., 2011).

Next, we have the communicative career competencies. These are built around networking and self-profiling (Akkermans, Schaufeli, et al., 2013). In the PDP assessment, this is not that directly covered, but the line manager is encouraged to give feedback, and also peer feedback is likely to have good effect (Beausaert, Segers, van der Rijt, et al., 2011). The line manager might support the employee in exploring how to effectively communicate with others and to make sure of professional network. They can also be encouraged in good ways to demonstrate their strengths to others. Here we see a potential discrepancy where I believe the PDP could utilize from bringing in empirically proven concepts to further improve their PDP assessments. This might be achieved by including it in the training of employees and line managers.

Last, we have the behavioural career competencies. Here, the focus is on work exploration and career control (Akkermans, Schaufeli, et al., 2013). Before the PDP assessment dialogue with the line manager the employee is encouraged to reflect, and set some individual goals for their future career of professional development and learning activities. During or after the assessment, the employee would make or expand this overview of goals and learning activities planned for the next years. This could be smaller on-the-job learnings or full on educations needed to specialise in a field, and it would all be included in something in the likes of an individual training program (Beausaert, Segers, van der Rijt, et al., 2011). I believe the PDP is somewhat aligned here, but there are even more commonalities with our business setting where they have actual development plans for the next 2-5 years where the employee even should choose to develop in the current role or develop into a new role. Especially this last competency has a lot in common with a job crafting mindset, as they further specify how the employee, by developing career control, actively should influence their learning and work processes in relation to the career goals they are setting for themselves (Akkermans et al., 2015; Akkermans, Schaufeli, et al., 2013).

Managers should aim to facilitate employees with tools -like the PDP- to enhance their career-related skills and abilities, since development of career competencies are proven to be related to both employee well-being, job satisfaction and perceived health (Plomp et al., 2016). The development of communicative, reflective and behavioural career competencies can further activate employees to recognise and mobilise resources available to them. This in turn can make them more engaged. This is in line with COR theory (Hobfoll, 2002) which

states that so-called resource caravans may help develop in which resources can create additional resources, which may again foster work engagement (Akkermans, Schaufeli, et al., 2013).

According to COR theory people seek to obtain and protect resources, and they strive to accumulate them (Hobfoll, 1989). This process can lead to improved well-being (Hobfoll, 2002). Akkermans et al (2013) proposes that following the conceptualization of personal resources, career competencies may work in a similar way.

By having a good development plan, you might argue that the employee is increasing his or her job resources. Supported by the gain spiral in COR theory it is said that when an employee is gaining resources, it makes it easier for him/her to obtain new resources and to avoid losses of resources. By gaining new resources, for instance by attaining a highly motivating and challenging PDP build to enhance his/her competencies, it can help moving the employee into the gaining spirals, or so-called resource caravans, which build up during one's life and are relatively stable. This might for instance be improved engagement and improved job satisfaction. These kinds of resource caravans will lead to a more stable condition regarding well-being and health (Akkermans, Schaufeli, et al., 2013; Christensen et al., 2017; Plomp et al., 2016).

Career competency interventions. Career competencies are clearly defined in such a manner that it would be a good basis for building fruitful interventions in organisations aiming at increasing these skills. By doing so, the business can be aiming at attaining employees with higher engagement, job satisfaction and well-being (Plomp et al., 2016).

The findings of Akkermans, Schaufeli, et al. (2013) further suggest that career competencies and job resources might be reinforcing each other in helping to stimulate engagement. Based on this, HR policies creating professional development opportunities might enhance both motivation and well-being. Combining career competencies initiatives with personal resource initiatives might however give further promising results in stimulating both career development and employee well-being.

Aligned with the above, interventions focused on career competencies are recommended to be ran combined with personal resource interventions for the best results, and they might also be a good basis for looking into designing so-called "smart

jobs"(Akkermans, Schaufeli, et al., 2013). Interventions based on this will therefore be covered under the section below looking into combined intervention solutions.

Career competencies and job crafting. As mentioned above, some of the career competencies have clear commonalities with a proactive way of acting, and some towards job crafting behaviour. Akkermans and Tims (2017) actually established in one of their recent studies that one way for the organisations to stimulate job crafting (JC) behaviour is through developing career competencies. One way of doing this could be to implement developmental HR practices that include career competency development in interventions or in the appraisal process (Akkermans & Tims, 2017; Kuvaas, 2008). Studies have shown that these kind of HR policies can increase job performance, employee commitment (Kuvaas, 2008), job crafting behaviours and, eventually, career success (Akkermans & Tims, 2017).

Looking at our findings up to now leads to seeing the potential gain for our business setting to run some kind of combined interventions focusing on both career competencies, selected other personal resources, and including aspects to encourage job crafting behaviour. This is well aligned with the initial research question, and well aligned with our business setting where it is explicitly communicated that career development and employee development is encouraged. However, lack of development opportunities is still among the key reasons given of why employees leave the business, which might open for further obtain both positive aspects such as engagement and well-being, but also aiming at buffer future turnover intention.

Career competencies are found to act as a personal resource in the JD-R setting, and findings further show how career competencies can trigger the motivational process associated with subjective career success. This can be achieved through expansive job crafting (Akkermans & Tims, 2017). By utilizing expansive job crafting by both increasing challenging job demands and increasing job resources should be stimulating both personal growth and adaptability (Hobfoll, Johnson, Ennis, & Jackson, 2003; Tims et al., 2012). From an HR perspective, this might be a good approach for a knowledge-based business setting like our context on some very driven and ambitious employees. It might be a riskier road to choose for other employees, who already think they have seen too many changes and challenge, and struggle to deal with more change or more pressure. This again calls for the

need to being able to tailor-make interventions and actions to different personalities and career profiles within a business.

Akkermans and Tims (2017) further showed that job crafting mediates the positive relationship between career competencies and work-home enrichment, even though a negative relationship was expected. Job crafting also mediates the positive relationship between career competencies and perceived employability, both internally and externally (Akkermans & Tims, 2017).

Career competencies and employability. In recent years, the concept of employability has received increased attention both in research and practice (Akkermans et al., 2015). Employability can be defined as the ability to keep the job you have or to get the job you desire (Rothwell & Arnold, 2007). During recent years the focus on employability has emerged by scholars, and it was during 2012-2016 the third most trending key topic within the broad career field of study even though it is a relatively new topic (Akkermans & Kubasch, 2017). Perceived employability has through research been linked to career competency development specifically (Akkermans, Brenninkmeijer, et al., 2013), and to career competencies in general (Akkermans, Brenninkmeijer, et al., 2013; Akkermans et al., 2015).

Akkermans and Tims (2017) showed through their findings how individual employees can enhance their perception of internal and external employability by being proactive in developing their career competencies and crafting their jobs. Both career competencies and JC further contribute to their job performance, their employee well-being (Akkermans, Brenninkmeijer, et al., 2013; Tims et al., 2015), career success (Akkermans, Brenninkmeijer, et al., 2013; De Vos, De Hauw, & Van der Heijden, 2011; Tims et al., 2012) as well as feeling employable and establishing a healthy work-home balance (Akkermans & Tims, 2017).

Considering our context of a knowledge-based business, employability might have pro and cons. They will need to keep their employees' competence up to date in changing times, and ensure they are in the forefront having employees among the most attractive experts in important fields. However, as Akkermans and Tims (2017) pointed out, increasing needed skills and competencies might open up to both external and internal employability risking to loose key staff to competitors. As lack of development opportunities is a key reason for employees to leave, combined with the need for the business to develop the best employees,

increasing employability will probably still be a good business decision for most knowledge-based organisations.

Other topics that have shown an increased interest lately are career self-management, career competencies and proactive career behaviours (Akkermans & Kubasch, 2017). This highlights the need the HR departments and management teams in many organisations today clearly see; the top performing employees demand development to become even more relevant. The scholars' focus on career self-management (Akkermans & Kubasch, 2017) is further aligned with terms we have already covered and linked together; changes in career theory focus, proactive behaviour, job crafting and career competency interventions.

Career competencies and "smart jobs". Career competencies are important for both career development and for the motivational process in the workplace. This might suggest that career development and job design should be researched together. Akkermans, Schaufeli, et al. (2013) specifically proposed that career competency development may be a good basis for creating so-called "smart jobs", which are designed to stimulate both employee well-being and career development.

A "smart job" is a job that stimulates the individual to learn and grow (Hall & Heras, 2010). By designing jobs that create metacompetencies -or personal resources linking it to the JD-R terminology- such as self-awareness and adaptability the employee can independently figure out what are the key skills and knowledges s/he is lacking and act on what s/he needs to develop, and how to acquire these skills. This combined with a strong developmental network will create a smart job (Akkermans, Brenninkmeijer, et al., 2013; Hall, 2002; Hall & Heras, 2010). This has a clear link to what we today call job crafting behaviour. However, job crafting is a bottom-up process, while job design is a top-down process (Christensen et al., 2017)

Based on insights from running interventions focusing on career development, researchers have suggested it could be beneficial to also include a focus on "smart jobs" (Akkermans et al., 2015; Hall & Heras, 2010). By stimulating learning, growth and employability, career competency development may contribute to developing these so-called "smart jobs" (Akkermans et al., 2015). This again highlights the repeated need to combine research on job design and career development.

The JC Angle: The proactive employee and job crafting

The key message from the trending topics within career studies is that employees themselves need to take an active responsibility for their own career success (Akkermans & Kubasch, 2017). At the same time, we keep seeing suggestions towards proactive actions also within the engagement literature. This combined with the increased focus on job crafting (JC) highlights the constant changes in the work sphere, and the need for employees to keep up with all these changes and engage in proactive behaviour trying to meet the moving targets. Bakker et al. (2012) showed that a proactive personality is an important antecedent of JC.

Tims et al. (2012) differentiated four JC dimensions: increasing structural resources, increase social resources, increase challenging job demands, and decrease hindering job demands. To increase your resources is a key part of job crafting (Christensen et al., 2017). This can be achieved in multiple ways, but typical initiatives can be to more actively seek feedback from line manager and colleague, celebrating successes at work, sharing your feedback with others, or to make positive cooperation by requesting what you really need. By investing in your social relations at work and your network you might attain resources connected to feedback, support and acknowledgement (Christensen et al., 2017). Another way of working with job crafting is to increase your challenges, and due to this also utilize more of the things you are really good at and that motivates you further at work (Christensen et al., 2017).

In our business context, it is mentioned how the goal setting is a dialogue between the employee and line manager through the normal performance cycle combined with the development discussions. The fact that this is combined might give even more opening to craft your job and ensuring how to proceed to reach your personal goals or development needs. Since this in addition is a knowledge-based organisation it would most likely be even more of an opening for the employee to him/herself to a larger degree decide how to manage his/her job in the way they see it best for the organisation as long as it is not in a very controversial manner that line managers might debate.

The last option to adjust your job through job crafting, is through reducing job demands or simplify tasks (Christensen et al., 2017). We probably all have some ways in which we can get our work done in a simpler and more effective way to some extent. In a big business context like here, it might be needed to find ways to efficiently navigate through

policies, regulations and procedures in a smart way, or to delegate responsibilities in a better way.

Both Tims et al. (2014) and Plomp et al. (2016) proposes to raise awareness among employees regarding the possibilities to engage in JC. Plomp et al. (2016) found that JC was positively related to job satisfaction, but unrelated to health. JC was also found to have a mediating role in the relationship between proactive personality, job satisfaction and perceived health. Proactive personality was also linked back to career competencies (Plomp et al., 2016).

Christensen et al. (2017) promote that JC might be a good management tool as well as it promotes motivation and job performance – even in constant changing work environments, like in our given setting. Looking at it like this, this again highlights how there might be a potential for the business to gain from evaluating how job crafting behaviour can be promoted, or how job crafting interventions might be combined with other organisational interventions.

Tims, Bakker, Derks, et al. (2013) and Tims, Bakker, and Derks (2013) showed that employees can change their job characteristics through JC, since employees who crafted their job resources reported an increase in the resources over time. These findings call for the possibility that employees can change their job characteristics through job crafting (Plomp et al., 2016). On this note, some researcher has raised the question if then job crafting to some extent can make job redesign possible. The findings of Plomp et al. (2016) suggest that proactive employees enhance their well-being both through proactive job redesign and through development of career competencies and career related skills and abilities.

As Rai (2018) highlights in his literature review of job crafting; JC is the most discussed bottom-up redesign approach, and it is further gaining popularity also within the job design literature.

In the organisation I refer to here, it is already a good framework in place on the performance appraisal process, and it is expected that line managers and employees might be able to incorporate some of the job crafting based bottom-up redesign methods into this. This would however need training of both the line managers and the employees to ensure a good and productive processes.

In a knowledge-based organisation there is a key importance given to develop and keep key employees, and this might be a good way to further give the employees even more opportunity to shape their own jobs in ways that might improve their well-being as research suggests. Further to this, it might also have a positive impact on retaining the employees they have, to empower them to tailor-make their job to suit them better. Christensen et al. (2017) summarize how making adjustments to the work through job crafting by changing tasks, content and/or relations can further provide a more meaningful job for the employee.

It might be worth debating whether the openness for this process is the same in all professions. For key personnel with the ability to adjust their tasks it might be of more value to the business itself, than for support personnel with more limited scope. However, I believe employees with less complex tasks also will be able to benefit from a process like this, as even small adjustments might make a big difference. And even though this might not be seen as increasing the competitive advantage of the business, it will still provide a workforce with higher well-being that in itself will be good for both the staff and the business.

To be able to benefit from job crafting and job redesign, it is important that the managers and the employees fully understand what JC is, and that they have an actual opportunity to adjust and change components of their work and their work environment (Christensen et al., 2017). By reviewing this thoroughly, the business could, if these requirements are met, be including elements of JC and job redesign in organisational interventions.

When working with JC, a Personal Crafting Plan (PCP) is often used to map and plan how you work with job crafting, make future actions plans and reflections. A PCP is simply put a self-prepared plan that includes the employee's personal crafting actions (Rai, 2018). Looking into the PDP concept we have described above, some clear similarities can be seen. Could the work with JC that some enhance through a PCP be incorporated in the way the business work with implementing high quality PDPs? The tool certainly opens up for being used for such a function, as it is well aligned with the PDP's flexibility and follow up structure, at the same time it assists the PDPs in being future oriented, which has been pointed out as important to get the most out of the tool (Lejeune et al., 2016).

In many aspects, the PDP can be seen to nicely supplement incorporating job crafting in for instance the annual performance process as a substitute for a dedicated personal crafting plan. In the business mentioned they run goal setting meetings in the start of the year that are

followed up twice; mid-year, and at year-end. This could be a good opportunity to following up on job crafting activities, and to document it in the PDP for further mutual follow up and focus. The PDP could align this function with also supporting business goals and other development plans and actions. A PDP supports a self-directive style of learning where the employee regulates his or her learning processes by him- or herself. In addition, the employee's experience-based knowledge might be unknown to the employee him- or herself, but can be brought to the surface and developed. The PDP can also be seen as a stepping stone for the employee by allowing the employee to develop readiness by learning from actual tasks and problems and stimulate the learning. The PDP principles fits the assumptions of theory of adult learning (Beausaert, Segers, van der Rijt, et al., 2011).

Austin et al. (2005) suggest a need for the employee to act in a proactive way to get the best benefit from a development tool. Using PDP as a development tool incorporating the proactive job crafting plans and job redesign might therefor to some extent answer his call. That said, a proactive approach will never be used by absolutely all employees with their different personalities and ambitions no matter how much the business supports this type of approach and further encourage it with trainings, interventions and a PDP tool to support.

Thun and Bakker (2018) found that leaders may encourage three JC strategies through empowering leadership, and that optimism moderates the relationship on two of these. They further propose that line managers with empowering leadership behaviours encourage employees to spend more time exploring how they can perform their core job tasks. This can subsequently make JC beneficial both for the employee and for the organisation (Thun & Bakker, 2018).

Lejeune et al. (2016) propose that the effect of instructions and feedback given by a motivating line manager has a lower effect on performance for employees with high self-directedness. They pose that this is aligned with existing literature concluding that self-directed employees are expected to relay more on their intrinsic drive to learn and to perform well. By keeping the employee in the driver's seat of job crafting and development actions these employees should still be motivated to develop and perform well.

Today it is an increasing need for employees to proactively self-manage their careers (Akkermans & Tims, 2017; Farndale, Pai, Sparrow, & Scullion, 2014), or to craft their careers to use terminology closer to JC. It is due to this becoming even more important for employees

to possess the needed competencies to enable them to thrive as they to a large extent are alone responsible for achieving career success.

Lee et al. (2016) describe how their literature review of engagement and career revealed the current decreasing likelihood of an employee spending their full working career within one company. This might be one of the reasons why some organisations feel a diminished responsibility for employees' careers. A more proactive attitude is now needed from employees to ensure their subjective career success. Some of their reviewed articles highlight the need for tools for long term career planning, for the employees to through self-assessments and reality checks identify their own interests and goals. Further, it is needed to review how this might be achieved within the organisation (Lee et al., 2016). A PDP might be implemented to be used in such a way in our business setting.

JC interventions. The importance of job crafting interventions are getting more and more acknowledged, and the understanding of the urgency of incorporating job crafting interventions in organisations are growing (Rai, 2018). There are still limited amounts of research proving the effectiveness of JC interventions, but the studies so far look very promising (Rai, 2018).

Thun and Bakker (2018) found a link between leadership and JC which highlights the importance to focus on empowering leadership in JC interventions aiming to increase job resources and challenging demands. Wang, Demerouti, and Bakker (2016) put further importance in the line manager by stating that leadership may provide employees with the resources, legitimate reasons, or freedom to employ JC.

Rai (2018) poses that job crafting interventions can build up job crafting behaviour among the organisation's employees, and may in addition be instrumental in developing a context that cultivates job crafting. If the JC interventions are implemented together with clear communication of the organisation's goals, this may align individual's job crafting with the organisation's goals, hence help managers to ensure to hinder detrimental crafting, and help job crafting foster positive outcomes for both individuals and the organisation (Rai, 2018).

JC intervention examples. Van den Heuvel et al. (2015) mention their study of 2012 where they in Dutch explained how they used a self-designed job crafting intervention and found a

number of positive outcomes among the employees who took part; higher self-efficacy, higher job resources, and more positive as well as less negative emotions. Van den Heuvel et al. (2015) performed a new study three years later, and findings after attending the intervention again showed higher self-efficacy and less negative affect, but also showed increased development opportunities and increased exchange between employee and line manager after the job crafting intervention. The setup they used was to have a workshop consisting of learning the basics of the JD-R model and JC, as well as training the employees in how to prepare a personal crafting plan (PCP). A PCP is, as mentioned above, a self-prepared plan that includes the employee's personal crafting actions (Rai, 2018). After this workshop the employees are asked to execute their PCP actions for four weeks while writing a weekly logbook tracking their crafting actions. From this, the employees are asked to make a report to bring to a so-called reflection meeting where they assess the successes as well as discussing issues and suggesting solutions (Van den Heuvel et al., 2015).

Sakuraya, Shimazu, Imamura, Namba, and Kawakami (2016) showed in their study of a shorter job crafting intervention program consisting of two 2 hour sessions with a two-week interval that the job crafting interventions were leading to more job crafting, higher work engagement and less psychological distress. The results are aligned with the study of Van Wingerden et al. (2017) focusing on a more extensive intervention option -preferably combined with a personal resource intervention- where the job crafting interventions increased job crafting and work engagement. Further, the basic need satisfaction increased.

The job crafting intervention consisted of three sessions during six weeks, and all examples and exercises were linked to the employees work context. The intervention used by Van Wingerden et al. (2017) was based on the Michigan Job Crafting Exercise, and tailor-made to fit the JD-R models principles (Bakker & Demerouti, 2014). The first session consisted of having the employees make an overview of their job tasks, and sort them into time spent, how often they did the tasks, and if they did it alone or together with others. After this, the tasks were labelled on how urgent and how important they were. When this was finalized, the employees made an overview of their motivations and personal strengths, as well as risk factors in their work, matched with their tasks. By now, the employees had a good overview mapping of their job. Next, they were asked to discuss what they might be able to change in their work aligned with the JD-R model. They discussed opportunities for increasing social job resources, increasing challenging job demands, increasing structural job resources or decreasing hindering job demands. Following this each employee choose a job

crafting goal, and at the end of the first session they made a personal crafting plan (PCP). The second session was to meet the colleagues attending the same training to discuss their progress. Four weeks after the second session, the participants had tried bringing the chosen changes into action, and met for the final training. Here the employees evaluated together with their trainer whether they had succeeded in meeting their JC goals and discussed future needs to maintain their person-job fit. Through this, the employees had learned a method to change aspects of their job as well as their relationship with others to change the meaning in their work (Van Wingerden et al., 2017).

Van Wingerden et al. (2017) proposed to combine the job crafting intervention with personal resource interventions. This is aligned with multiple other intervention studies of different kind. Based on this, combined interventions will be further reviewed below to see if this might be a potential way to go for a business context like ours.

Combined interventions

There are many proposed types of interventions to assist organisations in boosting employee development or employees' career development. Recently the term job crafting interventions are getting popular within research on how people can redesign their jobs and enhance work engagement aligned with the JD-R model (Rai, 2018). Other researchers highlight the need to focus on personal resources (Xanthopoulou et al., 2007) to foster engagement (Gruman & Saks, 2011; Salanova, Schaufeli, Xanthopoulou, & Bakker, 2010). As an example, separate personal resources interventions can be ran together with job crafting interventions to further increase the impact on self-rated job performance (Van Wingerden et al., 2017).

Looking more directly at the career development side, newer research on career competencies (Akkermans, Brenninkmeijer, et al., 2013; Akkermans, Schaufeli, et al., 2013) and ways to enhance these (Akkermans & Tims, 2017) can also be seen as an intervention. Since Akkermans, Schaufeli, et al. (2013) have proven that career competencies can be seen as a personal resource, this could be seen as a personal resource intervention tailor-made towards career development and/or personal development of employees. Akkermans et al. (2015) have further built on this, proposing what they call career development interventions focusing on enhancing career competencies combined with personal resources like resilience and self-efficacy to stimulate well-being and career self-management.

Lee et al. (2016) emphasize that HR professionals need to hone in on an employee's engaged state by establishing structured career-development interventions that facilitate each employee's seamless career advancement. They further point out the fact that it might be difficult for an employee to maintain a given level of engagement regardless of internal and external negative influences (Lee et al., 2016), which calls for an ongoing focus on constant learning and development, like multiple other researchers have highlighted in relation to personal development (Beausaert, Segers, van der Rijt, et al., 2011; Eisele et al., 2013; Schaufeli & Salanova, 2008).

Some different interventions and their measured effects have been reviewed and described above. Research suggests multiple intervention combinations aimed at enhancing some resources according to the JD-R theory, hoping to increase engagement and other positive employee outcomes. Below, a couple of the most relevant combined intervention examples will be reviewed based on our selected theories, our employee development focus, and our business setting.

Combined job crafting and personal resource intervention. As an example, the job crafting intervention by Van Wingerden et al. (2017) reviewed above was expecting good results, but they still argue that combining personal resource intervention and job crafting intervention will have even more effect than having a single intervention of either kind. The main aim of the personal resource intervention they recommend to add, is to make the employees more confident and capable of job crafting, while the job crafting intervention includes actual job crafting behaviour to increase their person-job fit by i.e. increasing their job resources. The job crafting actions are then presumably improving the employee's job performance (Van Wingerden et al., 2017).

The personal resource intervention had three sessions during six weeks related to exercises increasing their personal resources. In the study of Van Wingerden et al. (2017) the first two sessions were in one day and were intended to increase the personal resources hope, optimism and self-efficacy. The third exercise was four weeks later, and included to practice refusing a request, hence reduce stressors, increase resilience and making the employees feel more in control of their environment. These sessions gave reports of significantly increased work engagement among the participating employees.

Only employees that participated in both the personal resources intervention and the JC intervention reported more in-role performance, highlighting the potential importance of this combination of interventions. As this group of employees mainly focused on reducing hindering demands in their JC intervention, Van Wingerden et al. (2017) propose that an intervention combining personal resources and JC may lead to higher work engagement if the JC is aimed mainly at increasing resources and challenging job demands.

Combined career competency interventions. Akkermans et al. (2015) developed and used their CareerSKILLS program on a young and less educated workforce by running brief interventions aiming to stimulate career competencies and work-related well-being. These interventions combine the focus on career competencies and personal resources. During their interventions, they reflect on what they like and dislike at work, and their qualities and wishful work environments (reflective competencies). Next, they find ways to get there through involving others (communicating competencies), and refine it into an action plan to implement (behavioural competencies). In addition, they included focus on self-efficacy and inoculation against setbacks. Self-efficacy was included by using positive reinforcement, positive feedback and emphasizing that the employees themselves are the expert in these tasks, and social support. To increase the inoculation against setbacks they run multiple exercises throughout the interventions where the employees helped each other recognizing potential obstacles, and finding potential solution. The total intervention time was 20 hours divided into two weekly sessions the first two weeks and a session six weeks after the intervention started. On top of this some follow up homework was given.

The intervention resulted in excellent results; significant increase in all career competencies (reflection of motivation, reflection on qualities, networking, self-profiling, work exploration, career control). In addition, it resulted in significant increases on work-related self-efficacy, resilience against setbacks, career-related behaviours, perceived employability and work engagement. Even though the target group measured here is less relevant in this thesis' context, they further cross-validated the results on another group, and found the intervention to be equally effective for employees over and under the age of 30, making this highly relevant for this thesis.

Linking the above mentioned findings of Akkermans et al. (2015) with the findings of Akkermans, Schaufeli, et al. (2013) we already know that career competencies might act

similar to personal resources in the way they stimulate both motivation and well-being. That study built on the JD-R model similarly to this thesis.

Business context reflections

I have covered some of the most relevant intervention options -to the best of my knowledge- in the above, based on my research questions in combination with my context of a business setting. Looking at the context, it is clear that the business has a challenge -as very many businesses today- to keep their staff engaged in times when the business environment constantly changes, which inflicts rapid changes to tasks, general work scope and overall goals of the employees. In addition, the training need is increasing as the need to do things differently and to acquire new skills and ways of working are brought to the employees due to costumer demands and the need to work more efficient, smarter and maybe more cost effective. Some units might face restructuring and downsizing, while others are in desperate need of recruiting staff with new competencies – or to really fast track development of current staff, willing and able to take on larger changes in their work scope. It is beyond doubt that the job demands are increasing in our business setting.

Based on the general principles of the JD-R model increasing hindering job demands need to be balanced by increased job resources and/or personal resources to achieve work engagement which further increase job performance. This can be balanced with personal resources like optimism, intrinsic motivation, organization-based self-esteem, innovativeness, extra-role performance, self-efficacy, resilience or career competencies. It can also be achieved by balancing the demands with increasing the job resources, which in this setting might be autonomy, job control, performance feedback, social support, opportunities for professional development, and career opportunities (For references, see p. 11). The JD-R model further suggests that performance and work engagement can be fostered through interventions that stimulate employees to optimize their job- and personal resources and their job demands (Van Wingerden et al., 2017).

Looking at the above-mentioned intervention options, and trying to answer my first research question on proposing training options with development focus for our business context, it is likely that the international organisation described might benefit from implementing some variation of these interventions tailor-made to fit their more detailed needs. Since multiple researchers highlight the extra effect of combined interventions, I would

suggest that this is the advised way to proceed based on research. As I in this thesis am putting key focus on employee- and career development's role in balancing the increasing demands and constant changes in organisations, I would propose to test if the following intervention combination might suit the more detailed need of our business setting:

Human resource management (HRM) can suggest to first implement a personal resource intervention. By using insights and practical guidance from the methodology of the study by Van Wingerden et al. (2017) on increasing hope, optimism and self-efficacy, the study of Akkermans et al. (2015) on increasing self-efficacy and how to deal with set-backs, with the study of Akkermans and Tims (2017) aim at increasing resilience and self-efficacy, I believe the organisation's HRM will be able to set up practical and useful interventions. These interventions should be tailor-made to fit the organisation's needs, and should -if the effects we hope for are achieved- help them in making their employees more resilient in meeting the changes that keep coming, and to feel confident in themselves and how they can cope with this as well as feeling more hopeful and optimistic about taking these changes on.

An intervention like this would probably be suitable for all employees in the organisation described in our business context. In designing their HR processes and policies, HRM should, based on research findings proceed with implementing job crafting interventions and/or career interventions. Based on findings that pinpoint how development-based processes have the best effect if they are voluntary, this might be an optional add-on. This needs to be balanced with the fact that those who might benefit the most from attending interventions helping them to cope with changes or to adjust competencies, might be the ones that do not sign up unless it is mandatory.

As the organisation in question needs to change ways of working that has effect on the employees, and simultaneously see a reduced engagement among their staff, a job crafting intervention might be a good way to go as a next step. This is also well aligned with the JD-R model, as the job crafting dimension in the latest years has been suggested as an addition to the JD-R model probing that personal resources have the potential to further boost job characteristics, and therefor is part of the motivational process in the JD-R model (Bakker & Demerouti, 2014). By combining job crafting interventions with the personal resource intervention the organisation might achieve extra benefits. Van Wingerden et al. (2017) showed how only employees that participated in the combination of these two interventions reported higher in-role performance and saw the potential importance of the interventions they had taken part in more clearly. In addition, multiple studies point out positive effects of

these kind of interventions, including the key findings of increased engagement and increased job crafting behaviours (Rai, 2018; Sakuraya et al., 2016; Van Wingerden et al., 2017).

Further, the job redesign part of job crafting might help some employees in seeing how they proactively can review their new work tasks and challenges, and through job crafting redesign their job to balance this with their resources, their abilities, and their needs or development wishes. Maybe this to some extent can answer the last part of my first research question on trying to balance organisations' new needs for different work tasks or new competencies with the employees' development wishes? We have already to some extent reviewed how increasing the employees' competencies giving increased employability might be a great asset for the organisation. On the flip side, it is a risk to make the staff even more attractive to competitors, in addition to making it easy for employees to choose to develop externally rather than internally. We will get further back to this below when looking at different career profile types supporting HRM in tailor-making interventions before they are implemented and rolled out. I will also sum up a few final findings regarding employability.

This brings us over to the next option of voluntary interventions that HRM might implement trying to enhance the employees' ability to proactively work on their career behaviour, self-management and career development. Akkermans has in cooperation with multiple other key researchers within the field, like Tims and Schaufeli, through their studies come up with some intervention options on career competencies and career behaviours aligned with the JD-R principles (Akkermans, Brenninkmeijer, et al., 2013; Akkermans et al., 2015; Akkermans & Tims, 2017). For our business context, this might be an attractive way for HRM to offer employees further motivation and tools to proactively work on their development and internal career development that is explicitly encouraged by the organisation in question. In these studies, they also advise on combining with personal resource interventions like the one proposed as an initial "mandatory" intervention for all employees. By combining this with an intervention focusing on career competencies, employees gained significant increase in all career competencies (reflection of motivation, reflection on qualities, networking, self-profiling, work exploration, career control) in addition to increased well-being, self-management, career-related behaviours, perceived employability and work engagement. This came in addition to the increase in the chosen personal resources of focus in the first intervention, like self-efficacy and resilience.

Above I have had a key focus on my first research questions trying to review suitable theories and suitable interventions based on research for the given business context. Now, I

will further dive in to the second research question focusing on what HRM needs to ensure if utilizing a personal development plan (PDP) as a process tool, aligning practice with research. The PDP can be utilized to plan who should attend what interventions, to follow up interventions, and for line managers and employees to have an ongoing focus on employee- and career development within the organisation. By continuously focusing on development and career aspects as well as interventions, HRM might empower line managers in providing employees with increased resources to balance increased job demands. Employees might due to this further increase their skills and competencies as well as their work engagement and general well-being, and subsequently their job performance.

Business context – a practical approach utilizing PDP for follow up

My second research question relates to bridging the gap between research and HR practices. I will therefor in the following section aim at highlighting what needs to be ensured in a business context like ours to answer this by the help of my third chosen theory; the personal development plan (PDP).

When HRM implement PDPs, two things are of key importance; to implement it as a cycle of learning experiences, reflections, abstraction and planning of future learning activities. And for the organisation to provide the necessary resources (working hours, budgeting for training, development opportunities) to ensure that development can take place (Eisele et al., 2013). The overall learning environment in the organisation will influence how employees perceives PDP assessments and thereby influence how employees use the tool (Beausaert, Segers, van der Rijt, et al., 2011). Learning and reflection practices within the organisation are positively related to both perceived performance as well as the number of learning activities undertaken by the employees (Eisele et al., 2013).

It is of importance to map within the organisation how employees view the PDP assessment process. If the employees do not see it in a positive manner, or as a tool that helps stimulating their reflection and learning, the causes needs to be researched and the implementation must be adjusted (Beausaert, Segers, et al., 2011a). This links back to the question on what interventions and processes related to development that should be mandatory and what should be voluntary, which must be a strategic HR decision depending on business needs.

When the PDP tool is implemented, it is important that the line manager make the purpose of learning and development explicit to the employee, and that s/he supports the use of the tool with appropriate guidance (Beausaert, Segers, et al., 2011b). While guiding the employee it is important that the employee is stimulated to not only look back on what competencies they have, but explicitly pay attention to what still needs to be learned in the future (Beausaert, Segers, et al., 2011b). This is aligned with capturing the actions from job crafting, and by so incorporating what some researchers call the personal crafting plan (PCP).

Some research link personal characteristics to the effectiveness of a PDP. Austin et al. (2005), for example, refer to openness to change, ability to self-reflect, self-directedness, autonomy and interested in own development. Some of these personal resources might be increased by taking part in the interventions mentioned above. Other researchers point to the influence of individual learning styles and some highlight that a PDP with the opportunity for self-directed learning was seen as the most feasible PDP type. Practically speaking, it is of importance that the employee possess writing skills and some flexibility, and more importantly believing in the PDP process itself, and trusting the organisational environment (Beausaert, Segers, van der Rijt, et al., 2011).

Eisele et al. (2013) concluded that the PDP tools perceived effectiveness depends on the individual's motivation and the organisation's efforts. When implementing PDPs, it is as mentioned important to have an on-going cycle of learning, but also to combine this with opportunities for informal and formal learning. This brings us back to the prerequisite for both job crafting and a PDP; The employee needs to have an actual chance to change things and to be enabled to develop. Furthermore, the line manager's responsibility for feedback and encouragement to follow up on the employee's motivation to learn, is crucial.

Across all the above-mentioned interventions as well as for PDP assessments it is highlighted the need for training of line managers and/or the employees to ensure a good process and to enable them to achieve better effects. The line managers should be trained in using the PDP tool before it is implemented, so they know how to give effective feedback and support employees in their efforts, while taking into consideration their individual needs and differences (Eisele et al., 2013). Beausaert, Segers, et al. (2011a) suggest setting up training sessions of line managers where they are introduced to the underlying theories of the assessments and the PDP tool. They need to know this well to be able to explicitly explain this to the employees.

In accordance with PDP research an introductory session to employees as well can have a positive influence on how the employees makes use of the PDP. Such sessions should include goals, structure, practical and technical use of the PDP, standards and guidelines. It is important that this is given the employee in advance (Beausaert, Segers, van der Rijt, et al., 2011).

Line managers need to focus on both feedback from performance in the past as well as feedforward to support the employees in planning for the future learning goals to really encourage employees' competence development (Beausaert et al., 2013). This could be combined with follow up actions from interventions and personal crafting plans. The line manager plays a very important role in stimulating the employee's reflections (Beausaert, Segers, van der Rijt, et al., 2011). Non-controlling support empowers self-development which in turn leads to increased intrinsic motivation, perceived sense of self-competence and feeling in control of own behaviour. Encouragement and rewarding feedback should be given when employees are seeking participation in learning activities (Beausaert, Segers, van der Rijt, et al., 2011). Support can be given by a coach, a mentor or a line manager.

Feedback is found to be an essential part of the process for growth and professional development. In line with research, the support of a line manager still proves to give the most value in organisations as employees supported by line managers are more likely to engage in learning activities. A prerequisite is however that the line manager is supportive of their actions (Beausaert, Segers, van der Rijt, et al., 2011). The quality of the feedback might have a large influence on the PDP. If the feedback is mainly focusing on the employee's job performance looking at daily tasks, the PDP might result from this instead of explicitly linking performance to the employee's competencies. Furthermore, the feedback should include a prospective aspect on which steps the employee can take next (Beausaert et al., 2013). This is well aligned with using this as a tool to follow up development and job crafting.

Beausaert, Segers, et al. (2011b) highlight colleagues as a potential fruitful source of feedback or peer support in the employee's development process. As colleagues often work very closely and might be aware of other or adding on feedback from the line manager on strengths and weaknesses. They might also have an even better overview of the job performance and development of their peers than the line manager. Colleagues often value exchanging feedback, hearing different viewpoints and exchanging ideas (Beausaert, Segers, van der Rijt, et al., 2011). Referring back to the JD-R model, gathering social support like this is a classic example on a way to increase resources. Tigelaar et al. (2006) found that

collaboration through peer meetings where employees share experiences, hear different viewpoints, receiving feedback and thinking along with others gave employees a fresh look into their own work. In some cases, even the peer sharing and collaboration itself stimulates employees improve the way they work (Tigelaar et al., 2006).

Eisele et al. (2013) found that feedback and instructions were positively related to performance and undertaking of learning activities only for performance-oriented employees focused on doing better than others. Employees that aim at avoiding failure of tasks did not have the same positive relation. They propose that instruction and feedback often is focused on undertaking new development; threatening these employees with more opportunities to fail at a task. They further refer to McGregor (2001) who states that mastery avoidance-oriented employees often are disorganized and emotional, which might make it difficult for them to undertake action upon the feedback and to interpret the feedback on a professional level.

The findings of Lejeune et al. (2016) suggest that if the organisation provides the employees with good quality instructions and feedback during the PDP process, performance can be improved independently from personal characteristics, such as self-directedness. The study conducted by Lejeune et al. (2016) further confirms the significant relationship between learning and reflection and the outcomes on employees' perceived performance, and their undertaking of learning activities. This is supported by Tigelaar et al. (2006). Beausaert, Segers, et al. (2011a) that also conclude that if the employee perceived that s/he has a supportive and motivating line manager during the PDP process, this will lead to undertaking more learning activities. They further conclude that it will increase expertise-growth, flexibility, and performance. If the employee perceived the PDP tool as increasing his/her learning and reflection, this links to similar positive effect.

Bullock et al. (2007) found that employees with a PDP that had support from a trained tutor, for instance a line manager or a HR resource, selected learning activities more in tune with their learning needs and reported a higher impact of the learning activities. In addition, they took more courses and trainings, and had more discussions with colleagues (Beausaert, Segers, van der Rijt, et al., 2011). This highlights the importance for the organisation in question to set aside time for training line managers before implementing PDPs. According to our first research question, this also points to using PDPs as a potential help in aligning the employee's learning needs with the competence needs of the organisation, if done well.

Research suggests that a successful PDP requires an employee who knows how to self-reflect and is intrinsically interested in his/her own development (Austin et al., 2005; Lejeune et al., 2016). The finding of Eisele et al. (2013) further show that the employee's motivation was moderating the effect of instruction and feedback, and a motivating line manager was moderating the link to performance and learning activities. When implementing PDPs, it is of importance to provide sufficient chances for learning and development. This can practically be done by providing employees with development time, by reserving working hours for development, or by providing employees with an individual learning budget to be used for personal development (Lejeune et al., 2016).

Lejeune et al. (2016) highlights the need to balance a standardized PDP process with the importance of leaving wiggle room for line managers and HR to customize their approach in the implementation phase. One example is how employees with lower levels of self-directedness might benefit from more structure and support for learning. If this is not given, it could hinder both learning and reflection and ultimately the perceived performance (Lejeune et al., 2016). The employee must be given a high enough degree of flexibility and freedom through the support of the line manager and through the format of the PDP to feel responsible for his/her learning. The PDP tool should therefore not be too organised as this would prevent the employee from taking the responsibility and personalising the PDP (Tigelaar, Dolmans, Wolfhagen, & van der Vleuten, 2004). This must however be balanced with enough guidance. If so, the PDP will contribute to undertaking of learning activities, and further expertise-growth, flexibility and enhanced performance (Beausaert, Segers, et al., 2011a). Eisele et al. (2013) highlight that the PDP should not have fixed procedures on how the tool must be supported. Rather the line managers must get the necessary HRM support for them to be enabled to facilitate the PDP process tailor-made to the different individuals they support.

Beausaert, Segers, et al. (2011a) propose to have the support of a line manager, colleague or coach to stimulate reflection, and for instance have a formal professional development meeting every half year. This is also aligned with the proposals of Tigelaar et al. (2006) who found that PDP use and reflection has a positive relation, but might be increased to a higher level of reflection being supported. A line manager can encourage the employee in putting goals for learning and reflection high on the agenda by using the PDP, and by motivating the employee in taking control over his/her learning. The line manager is advised to communicate the goals of using the PDP, inform on how to use it, motivate and support the employee, host regular meetings with the employee, support autonomy, prioritise follow-ups

and give high quality feedback (Beausaert, Segers, et al., 2011a). Line managers should support the PDP process by having frequent face-to-face dialogue with the learner/employee. During some of these meetings, they need to explicitly explain the purpose of the PDP tool, the instructions, and the feedback (Eisele et al., 2013).

Supporting condition has proven positive effect and enlarges the effect of the PDP. In addition effects are seen due to training sessions, technical support, the assessment structure offered by the organisation/line manager (a clear goal, a formal framework including meetings, specific guidelines and standards), feedback, a supportive learning environment, and a supportive social network of professionals (Beausaert, Segers, van der Rijt, et al., 2011).

Even though it is a limited number of empirical studies of the PDP, some version of it is in use in many businesses. For example, in some regions in the Netherlands, 89% of the companies are using PDPs for talent management. And in the UK, there is a strong recommendation from the government to utilize PDPs in health services to stimulate continuous professional development (Eisele et al., 2013). However, few other countries have such a big focus on the PDP as the Netherlands and the UK, but the general terms of the tool you can see similarities to in many businesses, including the business in our context.

On a practical note in relation to interventions, Albrecht et al. (2015) mention how HRM professionals can use sub-group analyses of employee engagement surveys to provide input on where interventions are needed to increase engagement, and how this can be done through tailor-made interventions. This might be a good starting point on considering how the suggested interventions for this business are aligned with their business needs and their employees' shared feedback in relation to engagement feedback given previous years.

Based on reflections by Akkermans et al. (2015), holding follow up sessions up to a year after the interventions take place, might ascertain the transfer effect further. The PDP can be a good tool in providing some structure ensuring follow up either as part of the PDP assessment meetings, or by ensuring follow up sessions and actions are mapped and planned.

Based on all the above, HRM has some clear guidelines given by research on how to proceed to ensure HR policies and processes related to this is linked close to research. The PDP tool could add significant value to learning and development processes, and even more so if adding focus on desired future plans, plan future careers, and the undertaking of learning activities to reach future goals (Beausaert et al., 2013).

Tailor-making development initiatives to different populations. Kuron, Schweitzer, Lyons, and Ng (2016) analysed different career profiles within professional workers, and found a few insights that might help tailor-make interventions on employee development and career development. By developing an awareness within the organisation of the different types of career profiles employees might belong to, we can help individuals develop career management strategies for career growth and development through a more proactive approach.

In short, three types are identified; The "Solid Citizens" are categorized by high value-direction, high self-direction, high psychological mobility and low physical mobility (Briscoe & Hall, 2006; Kuron et al., 2016). They are typically happy within the organisation where they work as it fits sufficiently with their values. Next, we have the "Trapped / Lost" profile with low scores on all the above-mentioned dimensions. These are often younger employees with less experience, less education and there is a higher amount of male employees (Kuron et al., 2016; Segers, Inceoglu, Vloeberghs, Bartram, & Henderickx, 2008). The Trapped/lost employees are found to be more reactive, and have a high fear of failure. Last, we have the "Protean Career Architects" categorized by high scores across all the dimensions, and the typical example of the so-called new or contemporary career. These are very proactive in the way they manage their careers, but at the same time manage to stay flexible and open across boundaries in facilitating the successful career development they see fit (Briscoe & Hall, 2006; Kuron et al., 2016). They can cope with multiple demands and are motivated by responsibility and personal recognition (Segers et al., 2008). Both the Protean career architects and the Solid citizens have a higher percentage of women and employees with higher education (Kuron et al., 2016). The protean career architects can be further categorized by their tendency to be 30-50 years old with four or more years of managerial experience (Segers et al., 2008).

Looking into tailor-making interventions based on the above, it is also of importance that Kuron et al. (2016) found that close to 72% of their population of professional workers preferred to direct their own careers. However, the "Trapped/Lost" group of approximately 38% may need directions from line manager, peers, HR or others. The "trapped/lost" group might benefit the most from taking part in more general interventions helping them clarify their priorities, their values and to build their self-efficacy (Briscoe & Hall, 2006). By taking part in interventions, and by support from managers and HR, employees might be able to

change their career profile (Kuron et al., 2016). This brings us back to the question on whether or not job crafting interventions and career competency interventions should be voluntary or not in our business context. As mentioned, this will need to be a business decision as it is a good split between clear pros and cons in the literature. The effectiveness of the PDP assessment process depends on whether or not it is voluntary. It is the most effective if voluntary to improve professional development. But employees that might have the largest need to develop from an organisational viewpoint tend not to enlist for this unless it is mandatory (Beausaert, Segers, van der Rijt, et al., 2011).

Focusing on the "Solid Citizens", Kuron et al. (2016) summarizes how it will be beneficial for organisations to encourage them in exploring career opportunities within the organisation. Suggested initiatives might be career planning tools -like the PDP-, mentorship programs and other internal development opportunities encouraging inter-organisational career movements. All our proposed interventions might therefor be of relevance to this group.

The "Protean career architects" might be more difficult for organisations to manage when it comes to development and career movements. As the organisations will be challenged to find roles where these proactive and challenge-seeking individuals can excel and develop (Briscoe & Hall, 2006), they might benefit from assigning these profiles to change agent roles and leadership roles ensuring a good fit between the person and the organisation due to their unique skill to direct themselves and the organisation in directions that will be mutually beneficial (Kuron et al., 2016).

Other aspects it might be worth looking into to tailor-make interventions and the PDP process based on research are educational level, age and gender. Eisele et al. (2013) found that employees with higher education levels and more experience in the field undertook less learning activities. It might however be due to a smaller gap between actual and required skills. As experience level normally has some link to age, James et al. (2011) found some similar insights. They found that the effect of career development to predict engagement vanished when focusing on the older sample of their employee population. As these workers are getting closer to the end of their career it makes sense that they are less likely to seek promotions (Lee et al., 2016). They might also have the experience needed, and therefore to a larger extent have enough resources to balance job demands due to ongoing changes. The retention risk is also expected to be lower. In regards to job crafting, however, Akkermans

and Tims (2017) present the findings of Kooij, Tims and Kanfer (2015) arguing that job crafting might help older workers to stay motivated and healthy.

The findings of Xanthoupoulou et al., (2007) and Akkermans et al., (2013) might suggest that the motivational process in the JD-R model is of higher importance to younger employees, while the demands and health impairment process in the JD-R model is to be included when dealing with older employees. This input might help tailor-making interventions to make them more effective. However more research on this is needed.

Beausaert, Segers, van der Rijt, et al. (2011) found that if the employee has a low confidence combined with a good relationship with the line manager, they are the most likely employees to use the PDP instrument effectively. As low confidence in the workplace might be linked to less experience, this would be aligned with other findings on younger employees. For instance did the career competency intervention proposed by Akkermans et al. (2015) mainly include young employees, which they conclude might be linked to the great results, even though similar connections also were found in an age balanced employee group.

Lee and Eissenstat (2018) found no significant gender differences in any of the relationships connected to career development opportunities or work engagement, so it should be no need to tailor-make interventions or development tools in this regard.

Employee development wishes and organisational alignment. We have all seen the famous quotes that keeps reappearing in work related social media like LinkedIn; One is the quote by former Apple CEO Steve Jobs; «it doesn't make sense to hire smart people and tell them what to do; we hire smart people so they can tell us what to do" (Rafati, 2015, p. 1). Another one that keeps reappearing has a somewhat similar scope: "CFO: What happens if we train them and they leave? CEO: What happens if we don't and they stay?" (CWEDC, 2015, p. 1). This is to some extent the essence of part b) of my first research question; is it possible to balance the employee's development wishes with the organisation's needs – and still aim at keeping and developing these employees within our organisation?

Lee and Eissenstat (2018) highlight the need for a balanced career development study between employees and organisations. Even though employees are more and more in the centre of their development with focus on self-directed career development (the protean career) and career mobility transcending organisational boundaries (the boundaryless career),

the alignment between individual career planning and organisational career management is still of high importance. There are multiple issues and factors to dig into connected to this aspect. However, I will limit it to look at job crafting (job redesign) particularly exemplified through the performance process in our business setting, and employability which is key in the question on whether the employee's development is good for the business or not.

All large international businesses have a variety of staff. They all have some employees with the career profile eager to develop in any way that might enhance their skills and their career. They also all have the graduates eager to learn and develop. For these groups the challenge mainly come to the retention aspect. But they are willing and able to learn, and might be willing to meet the line manager in his/her need to cover specific development needs of certain competencies.

The issue grows bigger when focusing on the staff that doesn't want to develop. They like it as it is, and if they should develop, they want to develop in a completely different direction from what the line manager needs. How much can the organisation as the employer push the employee? Employees do need to acquire competencies needed to do their job, however, this will not be a development leading to increased resources to gain engagement, rather the other way around. For these employees, development might be seen as yet another job demand reducing their work engagement and potentially starting off the health impairment process of the JD-R model rather than the motivational process.

Another challenge is the split side of job crafting. Some employees might actually craft themselves away from what they are set to do and/or from what is the goals and values essential to the business (Christensen et al., 2017). For line managers, it is then important to focus on positive crafting while reducing negative crafting. This further pinpoint the need to train line managers well in advance, and for the need to utilize a tool like the PDP right by ensuring a structure for frequent follow ups where needed.

Organisations have many different ways of looking at the processes connected to engagement and performance. Aligned with the process in my selected business setting, I will here exemplify through their top-down and bottom-up process. Many organisations choose this combined process (Christensen et al., 2017).

On one side, there is a plan from the top management on what the business wants to achieve, and what projects needs to be completed. This will be cascaded down the line, and each middle manager will need to tailor-make this to see how their team needs to deliver to

help ensure the business goals are achieved. This input the line managers will bring to each of their employees in meetings to discuss 1) what the employee must achieve during this year, and 2) discuss status and potential adjustments to the employee's development plan. Here the process is top-down with an operational focus. When connecting the operational goals and the development plan HRM might achieve that the line managers to a larger extent review what competencies they currently have in their team, and what competencies are needed in the future.

On the other side, there is also a clear bottom-up focus since they have explicitly put the employee in the driving seat for their own development. It is the employee that should come up with proposals for the development plan to discuss with his/her manager. To a certain extent this can further influence the more operational focus of the business goals that need to be met. It is also the employee that together with the line manager should operationalise what needs to be done for the employee to reach his/her goals. Here the employee has a very good opportunity to proactively change aspects of his/her job, and by doing so utilize job crafting methodology to better fit the work goals with his/her skills or development wishes and thereby hopefully make the work more motivating and engaging.

But, to what extent is the employees' input taken into consideration in these processes? This will boil down to the line managers' abilities and wishes to trust that the employee is able to make good and mutually beneficial choices, and still reach the given goals. It might be necessary for HRM to assist some managers in seeing this, and to remind them the good extra effect this can have on the employee's motivation, and thereby influence both positive work environment and engagement in their team, and potentially help reducing turnover intentions. This again highlights the need to train line managers, to ensure they learn the skills needed to support the behaviour HRM wants to see throughout the organisation, as well as enabling them in creating a learning culture with a constant development focus. Whether or not the employee's line manager administrates the organisation's HR practices in a polite and respectful manner will probably affect how employees perceive interactional justice. That in turn might influence withdrawal behaviour from the employee, and lower his/her work performance (Kuvaas, 2008).

Farndale et al. (2014) review how to balance individual and organisational goals in talent management. Even though their key focus is on employees taking on expatriate opportunities they highlight some key issues regarding the importance of reaching some mutual benefits. They pose that the company will gain by focusing on developing an

internally driven global talent management strategy rather than relying on the external market. There is an evolving need for talent inside most organisations, and by meeting individual employee needs -and career goals- the organisation is more likely to keep an engaged and productive workforce. They further mention the psychological contract theory focusing on the reciprocity in promises made by both parties.

Employability and retention. It is a repeatedly posited fact among scholars that we are seeing a change from the traditional careers toward contemporary or new careers. These new careers are characterized by a short-term career horizon, that employees are very mobile across organisations, and employee efforts are seen as an exchange for the organisations investment in the employees employability (Kuron et al., 2016).

So, to what extent should the business invest in developing its employees if they might leave very quickly? This has to some extent been discussed above. Akkermans and Kubasch (2017) explore the need to combine employability (career) literature with HRM literature to look at the value both from an individual and an organisational perspective. The employability paradox has lately been further examined by Nelissen, Forrier, and Verbruggen (2017) who concluded that several development activities do increase internal employability, but not turnover intentions. This is part of downplaying the risks of the so-called paradox of employability, and further calls for organisations to keep focusing on developing their key staff. Nelissen et al. (2017) further found a direct retention effect of skill utilisation. Does this call for JC and the possibility to utilize the employees' skills further to retain our key employees?

Reviewing recent research on employability, Akkermans and Tims (2017) summarize how employees with high levels of perceived employability cope better with the increasingly complex labour market we see today. Furthermore, perceived employability is related to both performance and well-being. Studying HRM investments, employability, and outcomes like performance and turnover might give interesting and important insights – and show whether employability also has an organisational value (Akkermans & Kubasch, 2017).

The increased focus on meaningfulness of work and person-job fit have made room for an even more important role of subjective career success as an indicator of successful career development (Akkermans & Tims, 2017). Subjective career success is defined as what is personally important to the employee, such as job satisfaction, self-awareness, adaptability

and learning. Subjective career success might lead to objective results by providing individuals with positive psychological capital (Lee et al., 2016). Employees might reciprocate developmental HR practices, like career- and employee development, with high affective commitment, which in turn will enhance performance and reduce turnover intention (Kuvaas, 2008).

Lejeune et al. (2016) explain how knowledge workers' ability to keep developing their competencies is critical in two ways; for the organisation itself, and for the career of the individual employees. They further highlight the need for knowledge-based organisations to be agile and foster learning in exponential rates to stay attractive for today's flexible and self-driven employees that have seen the need to take over the responsibility for managing their own careers. These employees are needed for the organisations to be able to keep their competitive edge.

HRM implications, HR processes and HR policies. Input on this has been brought forward throughout this thesis, but I still want to highlight aligned with Plomp et al. (2016) that HRM can optimize employee well-being by focusing their HR policies related to job redesign and invest in development of career-related abilities. Since employees can enhance their well-being through a work- and career-related pathway it would be natural to combine HR policies related to job redesign and training and development (Plomp et al., 2016) which is well aligned with what is put forward in this thesis. They conclude their views on HRM's involvement by pointing out that by optimizing employee well-being they would contribute to a sustaining and effective organisation.

Highly committed employees are often more involved in their jobs and have a higher training motivation. This might imply that they are more motivated to develop their skills and work performance through developmental HR practices, and hence be more interested in feedback from performance appraisals, enlisting for training opportunities and to explore career development within the organisation (Kuvaas, 2008).

By training employees, they can gain insights in their job demands and job resources, and learn to identify and act on mismatches between their current job characteristics and their personal needs and preferences (Plomp et al., 2016). Possibilities for learning and personal development can be seen as starting points for developing work engagement and personal growth. In addition, challenges are important to create work engagement (Christensen et al.,

2017). If employees are able to access career development resources and further benefit from these, employees are more likely to be satisfied with and engaged in their careers (Lee & Eissenstat, 2018).

Tladinyane and Van der Merwe (2016) conclude that career adaptability enables employees to deal with changes in the work sphere and pressures linked to related organisational or environmental pressures and work demands. Lee et al. (2016) refer to Hall & Chandler (2005) who found that employees having career development plans with specific values and competencies were more capable of navigating the current complicated career terrain. Since career adaptability is linked to work engagement, this will be an added effect. Therefore, by hosting development interventions aimed at fostering career adaptability skills employee engagement levels are also expected to be enhanced (Tladinyane & Van der Merwe, 2016). As an example, Akkermans and Tims (2017) conclude that organisations may use their findings to implement developmental HR practices aimed at increasing career competencies and JC.

Albrecht et al. (2015, p. 26) argued that "engagement provides a conceptually well-developed and well-researched strategy by which competitive advantage can be achieved, developed and maintained". They further conclude how the main steps suggested to ensure alignment of engagement within HRM procedures within the training and development part of HR, is by providing appropriate job resources combined by running a variety of training programs; some training helping employees optimize personal resources, some job crafting interventions, as well as an intervention enabling the employees to willingly voice suggestions, ideas and concerns to bring forward changes and improvement within the organisation (Albrecht et al., 2015).

Limitations and further research

It is a general limitation in close to all studies covered in this thesis that there is a lack of longitudinal focus in these combined areas of research (Beausaert, Segers, van der Rijt, et al., 2011; Rai, 2018). In addition, a broad amount mainly uses subjective self-evaluation measures (Lejeune et al., 2016). This limits the findings and suggestions given in this thesis. By lacking objective outcome measures, like in the career competency literature, we cannot fully investigate the actual effects. With our organisational context, this would be key in letting HRM bring this focus to their management teams for approval of funds and for roll-out

of time-consuming interventions and processes. HRM must be prepared to answer questions like; What actual effects may be gained by spending billable hours in interventions? Can we hope to retain more of our high performers by investing in their development through a research-based and structured follow-up plan like the PDP? And; will engagement and work performance be affected in such a positive and long-term manner by interventions that they are well worth the investment?

As all the theories covered here are relatively new, they all call for some more empirical research, longitudinal focus, and coordination across the job and career domain including empirical results. Lejeune et al. (2016) also point out the need for objective performance measures such as peer rating and/or manager rating on top of the self-evaluation.

Regarding the PDP in particular, there is a lack of empirical research in organisational setting (Beausaert, Segers, van der Rijt, et al., 2011). In addition, a high quality PDP can only be expected after a long period of time (Beausaert et al., 2013). A tool is defined by the use of the tool and the history of the use of the tool can dominate how it is currently used (Beausaert et al., 2013), it is therefore important in our business context to put key focus on quality processes around use of the PDP tool, and to have a future-looking way of utilizing the tool by incorporating i.e. job crafting actions and future development wishes and actions for ongoing follow up.

In 2013 research on personal resources and career competencies in relation to the JD-R model were limited, and more research was needed. In addition, findings linking how career competencies are relevant to employee well-being are limited (Akkermans et al., 2013), and there is still little empirical studies of JC intervention effectiveness (Rai, 2018).

Practical implications

Since this thesis has a practical focus, reaching towards achieving some theory based practical implications for organisations has been among my key goals. According to my research questions and the following discussion, I have aimed at covering the following practical implications:

First, by reviewing JD-R, JC and PDP theory, I have brought to the attention of HRM some practical research-based intervention options that might be a starting point for improving HR processes. This is done by proposing intervention options for knowledge-based

organisations that are well aligned with some of the latest research within organisational psychology and positive psychology, and by combining that with a practical structured follow-up process for development actions aligned with the PDP tool from career theory.

Secondly, through my discussion, I hope to have given HRM some good food for thought on how to practically tailor-make the right intervention for their organisations or units, and to see how the focus on employee development and increasing resources might be mutually beneficial for both the organisation and the employees. To what extent HRM and line managers balance the organisation's needs with the employees wishes regarding development will always depend on the organisation's strategic choices. However, I hope my discussion has shed some light on what they might need to discuss to land their decision on how employee oriented they want to be in this regard, and further practically guiding them through how to implement a PDP assessment tool process ensuring alignment with research findings.

In conclusion, I have tried to work towards bridging the gaps between engagement research and HR practice, answering the call of Albrecht et al. (2015), and to limit the gap between organisational psychology and career theory linked to employee development and career development by using a JD-R framework angle on a topic relevant for both research traditions. To combine research on work and career studies has been called for by Hall and Heras (2010), Plomp et al. (2016) and Akkermans and Tims (2017).

Conclusions

This thesis has aimed at utilizing the JD-R theory to answer how HRM and line managers can assist employees balance the high job demands and rapid changes in today's knowledge-based organisations. Through the JD-R model we see how enhancing the employees' personal resources and job resources can give increased work engagement. Engaged employees experience their work as stimulating and energetic and something to which they really want to devote time and effort, while feeling truly dedicated to such an extent that they sometimes get so concentrated that they feel fully absorbed in their tasks while time just flies by.

By finding ways to enhance the employee's work engagement the employees will experience improved well-being, while we from a business context can expect increased job

performance, client satisfaction, and financial returns. Engaged employees work harder, perform better, and are more innovative and creative than less engaged employees (Van Wingerden et al., 2017). In line with the JD-R model, I have focused on its motivational process and reviewed how the resources linked to employee development and career development can be increased, aiming to enhance mutually beneficial effects such as work engagement, employee well-being, proactivity, employability and resilience towards change.

It is clear that employees can develop their personal resources through training and development (Albrecht et al., 2015). By improving resources -for instance through development linked interventions- employees might further increase other resources -like resilience or self-efficacy- as a result of a gaining spiral aligned with COR theory. This is increasing the employee's resources even further. By adding this to a business context and research on team engagement you might even see how improved engagement and proactivity of one employee or one unit might influence its environment.

I probe that enhancing resources through employee development and career development will enhance work engagement and job performance, while enabling employees to deal with the high job demands connected to constant organisational changes.

To conclude; through the lens of the JD-R model, development related actions have been proposed to help employees balance the increasing job demands caused by constant organisational changes in an international knowledge-based organisation. Practical proposals and reflection topics on how HRM and line managers can utilize this in organisations have been described trying to link HR practice with newer research, as well as combining the fields of work theory and career theory.

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