EXTENDING JOB CRAFTING IN SALES:

A JOURNEY OF CHANGE TO POSITIVE PERFORMANCE

By

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Abstract

Salespeople frequently prioritize their own self-interest and those of the customer above the organization. Thus, a large majority of salespeople actively change their job or job craft. Job crafting involves the act of modifying or changing cognitive, task or relational boundaries of their job. However, can those changes, which are mainly blind to management, lead to positive outcomes? Much of the literature views job crafting as a singular event or moment in time established without consideration. This dissertation suggests extending job crafting as a journey through which employees engage in learning behaviors then implement job changes in a deliberate manner. Also examined is the relationship between job crafting and positive outcomes moderated at inception and outcome by transformational leadership. Transformational leadership involves inspiring and motivating employees to perform above their own expectations. This study's findings indicate that job crafting is positively influenced by learning behaviors and does positively affect individual performance. Additionally, the research suggests that controls have a positive effect on learning behaviors, are positively moderated by transformational leadership, and are positioned as antecedents to those behaviors and subsequently job crafting.

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CHAPTER I

INTRODUCTION

      The journey into this research began with the following story. Salespeople for a business-to-business company were maintaining sales, however, the market had shifted. Buyers were younger and used different methods to find and evaluate products. The salespeople were closing some sales, however, they were not making their quotas nor the subsequent commissions. As a result, the salespeople began to change the way they conducted business to maximize sales in ways that conflicted with company controls. Management hierarchy reacted through increased compliance measures to ensure their salespeople refocused efforts in line with the company's expectations. The VP of sales, Mark, had been in his senior position for many years, with an MBA from a highly ranked school and an extremely successful career. Mark explained how he recognized the rift in the new methods and legacy processes and contrary to his traditional business ideals, previous company models and pushback from other senior leaders, embraced the changes and allowed the sales team to continue to react and modify how they performed their jobs. The results of his leadership were a motivated and empowered sales team that delivered improved profits, better customer support and superior experiences. He explained that through the process, his employees were not only more successful, but happier with less turnover. The combination of job changes and supportive leadership led to positive outcomes and innovation within the organization.

Salespeople are regularly considered the lifeblood of companies offering products and services; however, salespeople are often self-interested entities that can operate independently of company goals and controls within semi-autonomous roles. Representing 14.3 million people and almost 7% of the total labor force (U.S. Bureau and Labor Statistics, 2020), salespeople establish company brand perceptions while engaging in more than pure selling activities as they enhance the companies' competitive advantage (Anisimova & Mavondo, 2010). Despite best efforts to focus their energies, salespeople frequently create their own realities through self-serving activities that typically benefit them personally (McAmis & Arnold, 2015) while changing their roles to match self-interests. Often in contrast, salespeople establish themselves as stewards of the customer relationship and advocate for the client above the company's best interests (McAmis & Arnold, 2015). The dichotomy of self-interest and customer loyalty seem to suggest a toxic environment for organizational success as employees modify their job. With the premise of close customer relationships, complex responsibilities and high expectations, it is important to understand that salespeople effectively change their job through such self-initiated job-related behaviors. That is, salespeople engage in *Job Crafting*. In this dissertation, I adopt Wrzesniewski and Dutton's (2001) definition of job crafting as employees changing cognitive, task or relational boundaries of their job.

When viewed through a *sales* lens, prioritization of self and customer over agency appears to be an unrecognized, yet consistent component of job crafting. Agency theory reinforces the impetus through which people embark on their job crafting journey. Agency theory specifies a relationship between a principle (company) and an agent (salesperson) in which the principal delegates work to the agent (Bergen, Dutta & Walker, 1992). The relationship can be illustrated as a contractual/normative relationship between the two parties (Jensen & Meckling, 1976). Agency theory attempts to resolve two issues, which are relevant to

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job crafting: a) the goals of the two parties may be different; and (b) it is difficult or expensive for the principle to verify the agent's activities (Eisenhardt, 1989). This coincides with the environment most salespeople operate within, which facilitate non-sanctioned behaviors and actions leading to job crafting.

Companies often attempt to utilize control systems and leadership methods to direct salespeople's energies which emphasize positive activities, neutralize perceived negative effects and hopefully limit unwanted actions or changes. While organizations endeavor to ensure salesforce compliance, salespeople actively engage in making changes to their work activities through both deliberate, well thought out movement as well as unwitting incremental adjustments. Combinations of new knowledge and legacy best practices also coalesce to establish these new activities as job modifications are undertaken. While salespeople may have different priorities and methods, benefits should arise as better processes and behaviors are learned through these diversions. To thoroughly grasp the research, it is essential to develop further and understand the current concept of job crafting.

Job crafting has evolved over time; however, at its core, it is an employee's modification of his/her work-related duties, tasks or perceptions. Adding to Wrzesniewski and Dutton's (2001) definition, Seligman (2011) considered that work should be a more self-indulgent behavior which promotes joy and fondness of duties. Rudolph, Katz, Lavigne, and Zacher (2017) proposed that job crafting is the employee's act of changing the conditions and boundaries of work relationships, the meaning of a job, and the actual job tasks. Job crafting is typically divided into three distinct areas of change—relationship crafting, cognitive crafting and task crafting (Berg, Dutton & Wrzesniewski, 2013; Wrzesniewski & Dutton, 2001). Relationship crafting is specific to whom the employee interacts with while cognitive crafting attempts to frame the role differently. The third pillar in this definition, task crafting, is related to actual

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tasks performed in the role (Berg et al., 2013; Wrzesniewski & Dutton, 2001). Examples of job crafting include a salesperson crafting through developing a larger internal network to facilitate sales, a salesperson selling agricultural products changing their perceived mission from selling seed to feeding the world, and a tech-savvy salesperson taking a more significant role in implementation for a client.

Although the definitions have evolved, the core tenets of the construct designating changes from a given role remain intact. However, even as Lyons (2008) found that over 75% of salespeople job craft and overall sales literature is rich, it can be difficult to frame current job crafting models as an entirely accurate depiction in sales. Sales professionals utilize a unique set of skills and interpersonal abilities that may preclude parts of the model and account for some of Lyon's results. Additionally, in practice, salespeople typically try or learn methods that may be new or best practices and adapt successful behaviors into crafting which has not been measured or considered. Job crafting should be considered a longer journey through which new methods and processes are adopted deliberately and not at one abstract moment in time. Although new behaviors may have popped up through trial and error or non-purposeful actions, incorporation into their selling strategies is not. Within this context, some dimensions of the job crafting definition may not be applicable. While Lyons (2006, 2008) utilized salespeople in sample data, minimal research has been directly related to job crafting in sales. Current research has certainly shown connections of job crafting to work engagement and colleague ratings, employee satisfaction, and organizational commitment (Bakker, Tims & Derks, 2012; Ghitulescu, 2006; Wrzesniewski & Dutton, 2001); however, examining the crafting process and propensity of positive sales outcomes are absent.

This research examines job crafting within the sales context to determine whether changes made at an individual level lead to positive results and innovation. Additionally, control

systems, learning and leadership are examined with regard to the role they play in job crafting. This study addresses the research deficiencies through answering the following research questions:

1) Do learning behaviors lead to job changes?

2) Do changes salespeople make independently to their jobs lead to positive outcomes?

3) What role does leadership play in shaping how and whether those changes evolve?

4) Do salespeople create or craft changes through new or existing knowledge?

5) Do company controls prompt or lead salespeople to initiate job changes?

Answering the research questions will contribute to current sales/marketing and management literature. Job crafting is certainly under-represented in sales literature and is critical to understand given the potential implications, both positive and negative. This study assesses the widespread use of job crafting in the sales capacity through new, larger and specific data samples as well as verify and update modified measures of the construct in the sales context. The updated measure of job crafting will discern two types of learning behavior leading to job changes and how each contributes. Explorative (new methods) and Exploitative (existing or best practices) techniques are examined as antecedents of task crafting and components of job crafting, extending the current measures, and creating a sales appropriate version of job crafting. Understanding the learning and behavioral aspects of crafting yields better insight into the nature of crafting and how leadership and controls interact as moderators and antecedents.

This research is relevant and important due to the high penetration of salespeople crafting their jobs while creating positive(negative) outcomes without appropriate (lacking) leadership and coordinating control systems to focus innovative activities. Additionally, urgency has

increased as dynamic and changing work environments have had considerable effects on salespeople, which creates additional opportunities and intent to initiate job crafting. Supporting Lyons' (2008) finding of high percent of salespeople crafting, Wrzesniewski, LoBuglio, Dutton, and Berg (2013) found that job crafting is represented in most sales organizations in some form. Job crafting has been linked to task performance and organizational citizenship behavior individually (Bakker et al., 2012; Srivastava & Pathak, 2020), which measure specific job-related duties and extra role activities, respectively. However, the potential role in innovation, relationship to performance and the role leadership may play in job crafting are absent in the sales literature. Within the context of an organization, salespeople fulfill a very important role with high expectations and typically low supervision. Combined with the self-interest motivation of agency theory (Bergen et al., 1992), results of job crafting can become detrimental to organizational goals. However, if job crafting is harnessed, embraced, and channeled through innovative behaviors while moderated with appropriate leadership, the resulting outcome may enhance positive bottom lines. Chapter II presents a review of the literature.

CHAPTER II

LITERATURE REVIEW

Job Crafting

According to Hacker, Sachse, and Seubert (2019), Goethe's musing may have laid the groundwork for job crafting. Goethe mused that "you must be either the servant or the master, the hammer or the anvil." In essence, people have the ability to choose between two outcomes—pleasant and unpleasant. However, Van Zyl and Rothmann (2012) give credit for the term "job crafting" to Wrzesniewski and Dutton based upon their formulation of the "theory of crafting" in their 2001 seminal work. Wrzesniewski and Dutton (2001) asserted that employees job craft by changing physical and cognitive tasks or relational boundaries of their work. They described task boundaries as activities employees engage in while doing a job and cognitive boundaries as how the employee views their job. They believed the tasks and interactions that compose the day-to-day lives of employees are the raw materials used to construct jobs. Lyons (2006), in his attempt to explain some of the dynamics and behaviors of changing jobs, call the phenomenon job shaping. Lyons confirmed the existence of job changes through the study of salespeople and contrasted the changes imposed by employees to those of the company. The importance of these self-implemented changes and interactions weigh heavily upon the potential impact that job crafting can have on the organization, which has fueled additional research.

Job crafting research continued to evolve as different definitions of practice emerged. Seligman (2011) defined his rendering of job crafting through engagement, pleasure, and meaning. Seligman proposed that employees modify jobs to extract higher levels of enjoyment, fun, and personal control. Seligman believed that individuals sought a comfort zone while engaging in activities they love (e.g., sports). Similarly, Slemp and Vella-Brodrick (2014) determined that job crafting predicted intrinsic need satisfaction, which led to employee well-being; essentially, employees work to be happy or fulfilled. Watkins and Leigh (2009) extended early research by adding employee pursuits to an external cause that made positive differences in the world.

An alternate form of job crafting was based on the job demands and resources models. Job demands are the physical, psychological, social or organizational needs that require sustained effort or skills, while job resources are the physical, psychological, social, or organizational aspects of a job that function to achieve goals, reduce job demands, or stimulate growth and development (Bakker & Demerouti, 2007). Tims and Bakker (2010) framed job crafting as the changes employees make to their jobs to balance ongoing demands with their available resources. Lyons (2008) added that job crafting represents job design primarily hidden from management with little input on task changes. Even though slight variations of both cause and method in each definition exist, the core of change to tasks performed remains consistent. However, even within the growing and converging body of knowledge, few research examples exist in the sales context.

Lyons (2006, 2008), although not explicitly seeking insight into sales, utilized sample data from sales organizations to complete his research, which provides great insight into salespeople actively job crafting. Lyons found that 74% of employees engage in some form of job crafting; 79% modify their jobs substantially (short of job crafting) and 75% of salespeople

actively job craft. Lyons found that job crafting in sales falls primarily into five categories: (1) improving and increasing sales, (2) gaining customer confidence, (3) appreciation, (4) setting the stage for future sales, and (5) relationship-building. Given the nature of sales and the control systems in place to drive positive outcomes, his findings are somewhat predictable. Within his sample set, he also found that the five areas were represented in training, which reinforces the importance within the organization.

Job crafting may also be a somewhat opportunistic endeavor in which there must be autonomy and latitude to craft. Lyons added that job crafting usually involves spontaneous unsupervised alterations to the scope of one's job through individual motivating opportunities, which further supports the nature of the changes found. Interestingly, in his sample, there were no examples of self-serving behavior. Supporting Lyon's conclusions, Loveland and colleagues (2015) found similar results in successful salespeople. The highest-rated trait in the sample group was customer service, followed by extraversion. Given the characteristic of the findings, crafting may be a natural extension of the typically required salesperson competencies. Lyons (2008) also made an important observation regarding changes: typically, what's good for the employee will usually be good for the company.

Agency theory may explain the impetus through which salespeople embark on the job crafting journey, why control systems may serve as antecedents to crafting behaviors and confirm Lyon's thoughts on goal congruence/incongruence. The agency theory specifies a relationship between a principle (company) and an agent (salesperson) in which the principal delegates work to the agent (Bergen, et al., 1992). The relationship can be illustrated as a contractual/normative relationship between the two parties (Jensen & Meckling, 1976). Agency theory attempts to resolve two issues, which are relevant to job crafting: (1) the goals of the two parties may be different, and (2) it is difficult or expensive for the principle to verify the agent's

activities (Eisenhardt, 1989). Autonomous environments with limited supervision are typical to sales positions, which may lead to job crafting. Supervisors lay out the obligations and goals, however, due to distant supervision and often self-reported activity, verification is difficult, and salespeople may invoke their own agenda which may or may not coincide with applicable controls. Modifications may then be made through job crafting due to capability concerns, disparity in assigned activities or attempts to fulfill goals which are established through control systems. Eisenhardt (1989) also addresses the hypothetical contractual obligations which both support and hinder behavioral activities that lead to job crafting and influence the degree of self-serving conduct. For example, Eisenhardt proposes that when the contract is outcome-based, the agent will have the best interests of the principal in mind. Additionally, the human assumptions associated with agency theory include self-interest, bounded rationality and risk aversion (Eisenhardt, 1989), which may directly affect the degree and outcomes of job crafting.

Table 1 presents the many uses and approaches to job crafting to illustrate the key research that has been accomplished in relation to job crafting. It should be noted that studies are included where job crafting was not the label of a core construct studied, but where salespeople were focal and the alteration of job behaviors was investigated (e.g., McAmis et al., 2015).

Table 1: *Research Approaches to Job Crafting*

Citation	Abstract	Research Questions	Job crafting defined	Antecedents	Key moderators/mediators	Outcomes	Findings
Wrzesniewski and Dutton (2001), Crafting a job: Revisioning employees as active crafters of their work	Employees modify their jobs by changing cognitive, task, and/or relational boundaries to shape interactions and relationships with others at work or job craft. These alterations change the design and social environment of the role, which, alters work identity and meaning.	1. What are the motivations that encourage job crafting? 2. How opportunities to job craft and individual work orientations determine the forms job crafting takes? 3. What are the individual and organizational effects?.	Job crafting is the physical and cognitive changes individuals make in the tasks or relational boundaries of their work	Motivation for crafting - need for control over job and work meaning, need for positive self-image, need for human connection with others	Perceived opportunity to craft, job features, Individual orientation toward work, motivation orientations, Changing task boundaries - alter types of tasks, alter number of tasks, Changing cognitive task boundaries - alter view of work as discrete parts of a whol, Changing rational boundaries - alter with whom one interacts with, alter nature of interactions	Changes the design of the job, changes the social environment of the job, changes the meaning of work, change one's work identity	Offer an alternative to how scholars think about job design. Essentially, how indivisuals in specific roles are conceptualized and studied - job, individual and individual in role. An alternativelens for understanding dynamics in the work environment is offered. Organizational elements are dynamic, complicated and fluid and no longer fixed.
Rousseau et al. (2006), I-deals: Idiosyncratic terms in employment relationships	Define and distinguish i-deals (idiosyncratic employment arangements) and highlight evidence of i-deals in previous organizational research. Specify how i- deals are formed and impact workers and coworkers and outline the implications for research and managing contemporary employment relationships.	1. What is the context of i-deals (when and how they occur) ? 2. What is Content and consequences of i-deals for employers and employees (positive and negative) ? 3. What is the impact of i-deals on coworker?	i-deals refer are defined as voluntary, personalized agreements of a nonstandard nature negotiated between individual employees and their employers that bene fit each party	Workers characteristics	None	Viewing employment relations through the lens of i-deals reveals both essential dynamics and subtle nuances in relations among their parties: the worker and employer (the deal's principals) and coworkers. These have impor- tant implications for both research and practice.	Job crafting/iDeals has the potential to generate greater value for the individual employee and the organization. They may serve as useful arternatives to attract, motivate and retain. iDeals can potentially provide innovation.
Ghitulescu (2006,). Shaping tasks and relationships at work: Examining the antecedents and consequences of employee job crafting	Examines how the context that shapes job crafting. Essentially, the process individuals use to conceptualize and complete tasks, utilize relationships to get work done and ascribe meaning and significance to their job. Adds context to factors that shape job crafting.	1. What does it mean to craft a job? 2. What are the structural and relational effects of context of work on job crafting? 3. What are the outcomes of job crafting?	Individuals capatalize on their uniqueness by differentiating themselves from coworkers by how they do their jobs. Performance is viewed by what individuals actually do in their jobs vs. job design, emphasizing the the shaping of performance outcomes.	Structural work context - Discretion, Task complexity, interdependence; relational contexts of work - workgroup psychological safety, occupational community of practice	Individual motivation - task boundaries, relational boundaries, cognitive boundaries	Job satisfaction, organizational commitment, job effectiveness	The findings suggest that work discretion, task complexity, and interdependence wit h others enable job crafting behaviors. The positive effect of work discretion on task crafting is stronger for individuals with broader skills
Lyons (2006), Self-initiated changes in jobs: implications for training performance improvement	Explores self-initiated job changes or job crafting and how the manifest themselves in work settings.	What are self-initiated job changes about and what do we know about them?	Job shaping is the act of an individual who makes unsupervised changes to his or her job.	Perceived opportunity to make changes	Nature of work and tasks, degree of supervision, autonomy, task interdependence	Forms that job shaping takes: personal skills development - 30%, task functions - 21%, advancing relationships - 19%, sales tactic choices - 17% and maintaining relationships - 13%	Job shaping behavior could be substantial as 77% of the sample reported they perceived opportunity to make changes to their job. Observations of positive outcomes likened to OCB (satisfaction and work improvements). T
Lyons (2008), The crafting of jobs and individual differences	Paper examines job crafting or unsupervised job changes and the relationship of the qualities and magnitude of changes to cognitive ability, self-image, perceived control and readiness to change.	1. What are some of the dimensions of job crafting activity (quantitative and qualitative)? 2. What are the forms job crafting can take in the particular contexts? 3. Do certain individual characteristics have a strong relationship to job crafting (e.g., cognitive ability, self-image, perceived control, readiness to change) ?	Job crafting represents the changes to jobs, largely hidden from managemen, that employees make without management consent.	Organizational - Organizational goals, supervisory control; Individual Factors - cognitive ability, control, perceived readiness for change, self-image	Perceived Opportunity to Shape Job	Work factors - performance effectiveness, efficiency, change in job content; Personal factors - change in knwledge, skill, job satisfaction, sef-image, self-confidence, self-efficacy, psychological ownership and identity with job	Job crafting episodes evolves from individual differences, needs and/or interests of employees to make changes in their jobs

Table 1 (Continued)

Citation	Abstract	Research Questions	Job crafting defined	Antecedents	Key moderators/mediators	Outcomes	Findings
Tims and Bakker (2010), Job crafting: Towards a new model of individual job redesign	The article attempts to fit job crafting into job design theory. Study attempts to better articulate the types of behavior of individuals at work - essentially, the concept of job crafting, its antecedents and consequences.	1. What active role do employees take in redisigning their own jobs (reviewing job redesign theory)? 2. Utilizing JDR theory - Reframe the concept of job crafting to enhance clarity for researchers.	Job crafting are the changes employees make to enhance their jobs or benefit their own goals.	Job demands, job resources, Person-job misfit	Work characteristics - Autonomy, Task Independence; Individual differences - proactive personality, self-efficacy, self-regulation.	Work engagement, resilience, thriving, person-job fit, job performance, job satisfaction, enhanced meaning of work.	Job crafting is a proactive behavior which employees initiate in response to JDR. Job crafting may be facilitated by both job and employee characteristics and enable employees to fit their roles to their personal knowledge, skills and abilities while balancing their preferences and needs.
Tims, Bakker and Derks (2012), Development and validation of the job crafting scale	Develop and validation of a scale to measure job crafting. Three separate studies were used.	The central aim of the present series of studies is to develop and validate a generic scale to measure job crafting.	Self-initiated changes employees make in their own JDR achieve and/or optimize their personal (work) goals.	Iincreasing job resources, Increasing challenging job demands and Decreasing hindering job demands.	The four-factor structure (i.e., increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands)	Four independent job crafting dimensions and the subsequent 21 item scal to measure.	There are four independent job crafting dimensions - increasing social job resources, increasing structural job resources, Increasing challenging job resources, decreasing hendering job demands. These can be reliably measured through 21 items.
Bakker, A. B., et al. (2012), Proactive personality and job performance: The role of job crafting and work engagement	. The study examines the role of personality with regard to the propensity to job craft (e.g., proactive personalities will be more likely to engage in those activities). Proactive personality employees were also assumed to more likely craft their jobs in response to JDR to stay engaged. Since managers are not always available, the proactive behavior was important.	1. Do employees that personally optimize their jobs/work environment perfrom better than those that do not? 2. Are employees with pro-active personalities more or leas likely to engage in job crafting?	Job Crafting is changes employees may make on their own regarding their job demands and job resources.	Proactive personality	Increasing social job resources, Increasing structural job resources, Increasing Job Demand, Vigore, dedication, absorption	Work engagement, In-role performance	Proactive personality employees were most likely to job craft through - increase their structural and social job resources, and increase their job challenges. Job crafting predicted work engagement (vigor, dedication, and absorption) and colleague-ratings of in-role performance. Findings suggest that employees that proactively job craft stay engaged and perform well.
Van Zyl and Rothmann Sr. (2012), Flourishing of students in a tertiary education institution in South Africa	This study examines the relationship between flourishing and academic performance (AP), life satisfaction (SWT), and positive affect (PA). Flourishing is the syndrome of subjective well being.	1. What is the relationship between flourishing (emotional, psychological and social well being)and academic performance ? 2. What is the relationship between flourishing (emotional, psychological and social well being), affect balance (positive and negative affect) and life satisfaction?	Human flourishing (Job Crafting) was defined as a feeling of subjective well-being portrayed by elevated levels of emotional- (EWB) (emotional well being - presence of positive emotions and a feeling that one is satisfied with life), psychological- (PWB) (psychological well being - positive evaluations of the self that includes a sense of satisfaction with one's achievements, having a purpose in life and	Psychological capabilities, strength identification, appreciative design	Multicultural professional and organizational contexts	Satisfaction with life	Evidence suggests that levels of flourishing/languishing can have impact on academic performance. Flourishing relates to PA/SWL, therefore, supports construct validity for flourishing.
Berg, et al. (2013), Job crafting and meaningful work	Book chapter (pg 83) - Explains how job crafting can be a great tool to cultivate meaningful work experiences. Chapter summarizes insights from theory and research regarding job crafting, then recommends how job crafting can be used in organizations.	1. What is job crafting? 2. How can it be used in an organization?	Job crafting is a way employees cultivate meaningfulness in work and another way to look at job design.	Motives, strengths, passions	Tasks, relationships, perceptions	Meaningfulness derived from work	Job crafting offers a method to frame how jobs are changed by employees to create more meaningful work . Job crafting reminds researchers and practitioners that jobs are malleable in thought and action. Job crafting highlights employee efforts to be resourceful on the job

Table 1 (Continued)

Citation	Abstract	Research Questions	Job crafting defined	Antecedents	Key moderators/mediators	Outcomes	Findings
Tims, et al, (2013), The Impact of Job Crafting on Job Demands, Job Resources, and Well-Being	Longitudinal study examining whether employees crafting their job demands and resources can impact their own well-being. Authors postulate that job crafting would have impact work engagement, job satisfaction, and burnout as employees change job demands and job resources.	Can we find empirical evidence for the theoretical assumption that employees affect their job demands and resources through job crafting?	Job Crafting is changes employees may make on their own regarding their job demands and job resources.	Crafting structural job resources (JDR)	Structural job resources	Work engagement, job satisfaction and burnout	Employees are able to increase job resources which also increases job satisfaction. Job crafting is an effective measure to increse and utilize resources. An increase in job resourcesmediates the relationship to employee well being. Therefore increasing resources through job crafting increses an employees well being.
Tims, et al. (2013), Job crafting at the team and individual level: Implications for work engagement and performance	Expands the individual job crafting perspective to the team level by hypothesizing that team job crafting relates positively to team performance through team work engagement. Team crafting also creates individual performance through (a) individual job crafting and individual work engagement; and (b) team work engagement and individual work engagement which is based upon social psychological	Is team job crafting related to individual performance? This may be due to team performance setting the stage for individual job crafting and team work engagement.	Job crafting at the individual level is proactively changing (i.e., increasing or decreasing) one's job demands and resources (Tims & Bakker, 2010). Work engagement is positive, fulfilling, workrelated state of mind that is characterized by vigor, dedication, and absorption (e.g., being highly concentrated in work).	Tesm job crafting and Individual job crafting	Team work engagement and individual work engagement	Team performance and individual performance	Job crafting is related to job performance through work engagement at both the individual and team level. Vigor/energy was the main component of job performance that crossed over. Team job crafting is related to individual crafting and performance assuming the hypothesized mediation paths.
Wrzesniewski, LoBuglio, Dutton, and Berg (2013), Job crafting and cultivating positive meaning and identity in work	The purpose of the article was to open up new discussions and theoretical opportunities around job crafting to understand how job crafting can engage employees and cultivate a positive sense of meaning and identity in their work.	When are meanings and identities motivational drivers of job crafting, and when are they outcomes of job crafting? *accidenta/aspirational crafting. This article is more of a literature review.	Article uses Wrzesniewski and Dutton's definition of job crafting; "physical and cognitive changes individuals make in the task or relational boundaries of their work". They also detail out task, cognitive and relationship crafting.	Increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands	Literature review/position paper	Literature review/position paper	Employees are not passive recipients, but active participants in the creation of their jobs and meaningful work , which increases positive work identities.
Mcamis, Evans and Arnold (2015), Salesperson directive modification intention: a conceptualization and empirical validation	Article sets forth a three dimentsional conceptualization of a salespersons directive modification intention and provides a scale to understand the phenomenon. Specific attention is given to boundary spanners within the context.	I what situations will salespeople modify organizational directives? Provide conceptualization and empirical validation.	Directive modification: Intention or behavior by a boundary spanner that deviated eithe wholly or partially from the parent organizations prescribed actions, original direction or intent. DM would be considered Job Crafting	Effect upon his/her customer allows for management to possess a better understanding of how effective 'positioning' must be developed to encourage salesperson adoption.	Customer Relationships Organizational Commitment Modification Intentions	Job Satisfaction	There are three distinct DMI (directive modification intention) conceptualizations - customer-focus, self-focused, organizational-foucsed. Each of the DMI may relate differently to important antecedent and outcome variables. When management is contemplating behavioral changes, the DMI must be considered.
Demerouti (2014), Design your own job through job crafting	The article sets out to provide an overview and conceptualization of job crafting; what job crafting is, why do employees job craft, predictor and outcomes of job crafting. Additionally, the article provides organizationa suggestions to encourage, understand andincorporate job crafting as a beneficial process.	1. What is Job crafting, 2. Why do individuals job craft?, What are the predictors of job crafting outcomes? 4. What are suggestions to organizations with regard to integrating job crafting? 5. How to intervene and stimulate job crafting?	Article uses multiple definitions. Essentially they assume it is the physical and cognitive changes made to task or relational boundries. However, they also assume Wrzesniewski and Dutton's definition of job crafting with regard to changes made to JDR combined with personal needs.	Situational Predictors - job demands, job resources, changing environment, Individual Predictors - proactive personality, motivational orientation, Situational X Individual predictors	Job Crafting	Motivation, work engagement, experienced meaning, health, job performance	Job crafting continues to be related to positive outcomes, however, it is not a panacea. There are a number of potential ngative outcomes: product or service adjustments, effect on other employees, etc.. However, organizations need to recognize that job crafting exists and it must be managed in such a way that it provides beneficial effects on the employees and the organizations.

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Table 1 (Continued)

Citation	Abstract	Research Questions	Job crafting defined	Antecedents	Key moderators/mediators	Outcomes	Findings
Rudolph, Katz, Lavigne and Zacher (2017), Job crafting: A meta-analysis of relationships with individual differences, job characteristics, and work outcomes	The article presents a meta-analysis of job crafting literature (K = 122 independent samples representing N = 35,670 workers) of relationships between job crafting behaviors and their various antecedents and work outcomes. Begins with job crafting described by Tims and Bakkar(2010) then integrates a more general theoretical model of proactive work behavior.	1. Job crafting is meta-analytically analyzed to synthesize relationships of the construct with job characteristics, individual differences and work outcomes, 2. Contrast JDR (increasing challenging , decreasing hindering job demands, increasing structural and social job resources) model with other models through CFA, 3. Contrast each of the 4 JDR dimensions and how they contribute as predictors of work outcomes.	Job crafting is a form of proactive work behavior involving active changing of the (perceived) characteristics of an employees job.	Individual Differences - proactive personality & general self-efficacy. Job Characteristics - Job autonomy Demographics	Job Crafting, Increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands	Work outcomes - job satisfaction, turnover intentions, work engagement, job strain, job performance, contextual performance	Job crafting is positively related to job satisfaction, work engagement, self(other) rated work performance and increasing job-person fit. Job crafting is also negatively related to turnover intentions, and job strain. It is also associated with agreeableness, contentiousness, openness to experience, extraversion, promotion, general self-efficacy, and prevention regulatory focus.
Wang, Demerouti, and Le Blanc (2017), Transformational leadership, adaptability, and job crafting: The moderating role of organizational identification	Transformational leadership is explored as a potential antecedent of job crafting. Due to the naturre of TL (leaders refrane from seeing change as threat, but opportunity) , it should stimulate job crafting (seeking resources, seeking challenges and reducing demands) by increasing employee adaptability. Transformational leadership may be less effective at higher levels of organizational identification.	1. What is the link and interaction of transformational leadership to employee job crafting? 2. Do TL encourage both expansion and contraction job crafting by employees? 3. What is the overall impact of leadership/management on job crafting (larger picture)?	Employees actively use lements of the job to construct their work and play an active role in defining their roles. Employees are agentic in creating their own work experiences and make changes to the job.	Transformational Leadership, proactive personality	Organizational identification, adaptability	Seeking resources, seeking challenges, reducing demands	TL often leads to job crafting through adaptability - especially with employees exhibiting lower organizational identification. TL had a direct effect on seeking resources with adaptability mediating the relationship. Conditional indirect effects of transformational leadership seeking resources and seeking challenges were also found. Research suggests that TL is more effective in indirectly fostering expansion job crafting via increasing employee adaptability.
Lee and Lee (2018), Job crafting and performance: Literature review and implications for human resource development	Job crafting literature is reviewed for the most recent and significant work design theories. 28 empirical studies examining the relationship between job crafting and performance were reviewed through an HRD lens.. Future research possibilities and implications for HRD theory and practice were presented. As job crafting has been shown to have a positive relationship with performance, HRD researchers and practitioners were encouraged to extend their understanding and application of job crafting.	1. Review emerging job design theories for HRD, 2. What is the relationship between job crafting and performance? In addressing this research question, the following aspects were taken into consideration: (a) how the authors of a given article defined job crafting and performance, (b) how these authors measured job crafting and performance, and (c) the correlations between the dimensions of the particular article's job crafting measurement and performance.	Job crafting refers to the act of altering one's work to suit their best conception of how things should be done to achieve a given cause	Autonomy, impact of change, JDR, Organizational identification, Perceived underemployment, Proactive personality, Psychological capital, Self-efficacy, Willingness to change.	Moderators/IV - Autonomy, Ambiguity, Assessment of Changes, Cynicism, Interdependence, Org. Identification, Personal initiative, Proactive Personality, Serving Culture, Social Support and Work engagement Mediators - Employability, Flourishing, Interdependence, Intrinsic need, Sense of calling, Team control, Team efficacy, Work engagement, Work enjoyment.	Performance - Affective commitment, exhaustion, intention to stay, intrinsic goal striving, job satisfaction, neuroticism, positive/negative affects on work, strengths use, work contentment, work engagement, work enthusiasm, work self-efficacy	Relationship between job crafting and performance is reviewed - somewhat inconsistent results. Depends upon the conceptualization and study. HRD must pay attention and researchers and practitioners must build better connections between job design and HRD. There are multiple benefits for both employee and organization as a more integrated understanding of job design and HRD would maximize well-being, safety, and performance through of employees through crafting of their jobs.

CHAPTER III

HYPOTHESES DEVELOPMENT

Job Crafting

Zhang and Parker (2016) recently raised concerns that, while job crafting is both cognitive and behavioral, researchers only emphasize the behavioral dimension. This current study addresses the weakness by exploring the cognitive aspect of job crafting through learning antecedents. As noted, this research subscribes to Wrzesniewski and Dutton's (2001) definition of job crafting—employees changing cognitive, task or relational boundaries of their job. The current models of job crafting consider learning type behaviors separately while isolated independent changes may potentially qualify as job crafting. However, crafting implies a deliberate and methodical journey to conception. Previous research considers any changes, whether given consideration or not, temporary or permanent, deliberate or ingenuous, which can all be included in the job crafting bucket. In this research, an extended version of crafting is offered, which encompasses learning behaviors leading to changes in job tasks. Job crafting is proposed as a process or journey through which an employee learns or tries something different, then adapts that change into their role. This research frames job crafting as a group or path of actions versus a single event. To capture the crafting journey, the proposed model is represented in Figure 1.
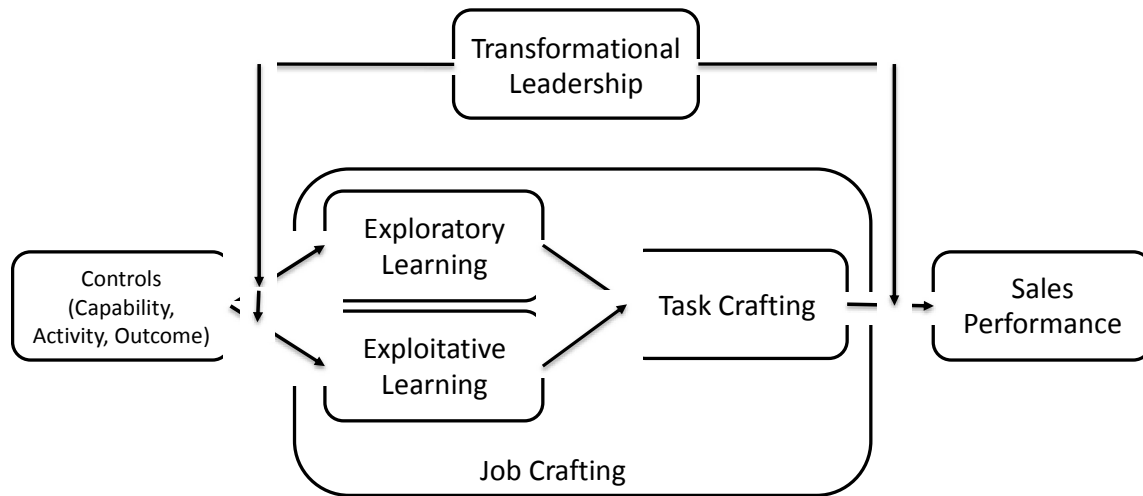
Figure 1. Job crafting model.

For this research, concepts of exploratory and exploitative learning are borrowed from organizational learning literature (Levinthal & March, 1993) to capture the initial phases of job crafting. Katsikeas and colleagues (2018) first introduced this concept into the sales literature and provide appropriate definitions and measures. Exploratory learning is opportunity-seeking learning behavior that is centered around activities focused on discovering and creating new and innovative selling techniques and the pursuit of new knowledge. It involves and is characterized by search, experimentation, discovery, risk taking and innovation (March, 1991). In contrast, exploitative learning is advantage-seeking learning behaviors enhancing productivity and efficiency through proven methods and existing knowledge (Tuncdogan, Van Den Bosch & Volberda, 2015). It involves and is characterized by choice, refinement, efficiency and selection (March, 1991). Regardless of the choices or balance of techniques salespeople adopt, the ultimate goal is sales performance (Katsikeas et al, 2018). The question of balance between options becomes the distinction between refinement of existing processes or invention of another. Exploration of new methods or capabilities reduces speed to implementation which

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reduces the attractiveness of those alternatives (March, 1991). However, rewards from new methods or processes may make extra time worthwhile, especially under progressive leadership. It is likely that salespeople utilize a combination of methods to improve overall performance through implemented changes.

When changes are implemented, the process or journey in which the employee is involved becomes job crafting. To measure change after learning, this research proposes *task crafting*. Task crafting is defined as changes related to actual tasks performed in the role (Berg et al., 2013; Wrzesniewski & Dutton, 2001). Task crafting is the only one of the three job crafting dimensions that Ghitulescu (2006) found had any effect on efficiency or work output quality while the remaining dimensions (relationship and cognitive crafting) had mixed results. Each dimension was found to be predicted by different antecedents and had different outcomes. Ghitulescu (2006) also delineated job crafting from similar constructs (e.g., role innovation, task revision, role development) through the addition of relationships and alternative perceptions. Further, Tims and Bakkar (2010) found no consensus, empirically or generically, on how to examine job crafting. They proposed to fill the gap through a job demands-resources model related to person-job misfit.

I suggest that job crafting is defined and differentiated from other constructs due to the deliberate nature of job crafting. Crafting insinuates a journey or process. Learning behaviors capture the journey to a deliberate change while potentially encompassing either portions or the entirety of the other two dimensions. While learning may not necessarily be deliberate, changes made through the process are. Task crafting, through its measure, is unique from the other dimensions because it captures actual change. In essence, options are learned, then adapted to the job. I am not precluding the other job crafting dimensions, simply implying that they may be captured through learning behaviors or require alternative antecedents not included in this

dissertation. Both cognitive and relationship crafting are outside the scope of this research. In essence, options are learned, then adapted to the job. Therefore, I propose the following hypotheses:

H1: *Exploitative learning will have a positive effect on task crafting.*

H2: *Exploratory learning will have a positive effect on task crafting.*

Control Systems

Job crafting can be affected by many facets of an organization. Sales control systems are central to the functioning of most selling organizations and likely a key contributor. Sales control systems, as defined by Challagalla and Shervani (1996), are the rules established by an organization to ensure organizational goals are met by their employees. Challagalla and Shervani (1996) disaggregate behavioral controls into three specific areas: activity, capability and outcome. Anderson and Oliver (1987) articulate differences between behavior (activity, capability) and outcome-based controls by contrasting managerial control, autonomy and transparency. Behavioral controls are typically easier to monitor through managerial functions while outcome controls tend to be historical reviews that cannot be adjusted in real time (Challagalla and Shervani, 1996).

Capability controls are characterized as the managerial oversight of the skills and abilities of employees (developed through such things as training), while activity controls seek to maintain/highlight the tasks that employees are expected to perform (e.g., how to perform a sales call or develop a proposal). Activity controls are typically outcome-based and measured against pre-established criterion or key performance indicators (KPI), such as call quotas (Malek, Sarin & Jaworski, 2018; Oliver & Anderson, 1994). Lastly, Challagalla and Shervani (1996) describe outcome controls as related to degrees of accountability, or holding employees to expected standards of learning, behaviors, and outcomes. As such, job crafting, by its very definition,

potentially challenges both job descriptions and controls, which may lead to missed goals and corporate misdirection. Employees may ignore controls or craft around them, delivering stronger-than-expected results causing leaders to overlook the insubordination due to positive outcomes.

Each of the control systems that Challagalla and Shervani (1996) describe affects job crafting through the employees' drive to meet, adapt to, or change the established control criteria. Wrzesniewski and Dutton (2001) described crafting as voluntary while Lyons (2008) speculated that job crafting was spontaneous and unsupervised. Within this context, job crafting becomes a self-serving exercise utilized to fulfill or circumvent behavioral control system requirements and exceed outcome controls. However, as Lyons (2008) mused, frequently what's good for the employee is good for the organization. In this research, control systems are hypothesized to be antecedents of explorative and exploitative learning which are the entry gates to job crafting. Katsikeas et al. (2018) tested the effects of control systems on both explorative and exploitative learning. This current study enhances and extends their research.

To extend the research of Katsikeas et al. (2018), I first propose a moderator of *Transformational Leadership*. Wang, Demerouti, and Le Blanc (2017) describe transformational leadership as a style in which the leader transforms values and norms of subordinates while inspiring and motivating them to perform above their own expectations. Transformational leaders also motivate subordinates to innovate through risk taking (Alqatawenh, 2018). Additionally, Alqatawenh (2018) postulated that transformational leaders inspire followers to maximize their potential while developing new skills to deliver efficiently. Sales performance has also been tied to transformational leadership through coachability (Shannahan, Bush & Shannahan, 2013). Therefore, transformational leaders will be more open to maverick behavior that could lead to improvements and changes within the organization, which may contrast

company control systems. Other leadership styles may be inconsistent with the readiness to change, coach, or inspire subordinates to maximize potential through innovation despite current controls. Transformational leadership, therefore, should enhance employees' work performance (Bass & Riggio, 2005).

The second consideration, which enhances research by Katsikeas et al. (2018) through added validity, is the addition of alternate samples from countries with established higher levels of individualism. Katsikeas et al.'s (2018) study was performed in South Korea where levels of individualism are low (www.globeproject.com). Low individualism leads to lower levels of innovation (Taylor & Wilson, 2012); therefore, the effect of controls on measures of change and innovation will be different when sampled in an area with higher individualism such as the U.S. (www.globeproject.com). Two additional traits modeled in Hofstede's (2011) cultural dimensions that may also strengthen/weaken control effects are power distance and uncertainty avoidance. Katsikeas et al. (2018) tested each control and the effects on both exploitative and exploratory learning. The hypothesis and test results are shown in Table 2.

Table 2

Katsikeas et al.'s Hypothesis and Test Results for Exploitative and Exploratory Learning

	Hypothesized		Results	
Control	Exploitative	Exploratory	Exploitative	Exploratory
Activity	Positive	Negative	Positive	No Effect
Capability	Negative	Positive	Negative	Positive
Outcome	Positive	Negative	Positive	No Effect
Source: Katsikeas et al. (2018)				

Activity controls are behavioral (not outcome or post-activity based) and can be aligned in real time while their routine nature is risk-mitigating. In this context, Katsikeas et al. (2018) believed salespeople would not seek alternatives in exploratory learning. Miao, Evans, and Shaoming (2007) found that activity controls are effective only when they are perceived as consequential and challenging, which influences motivation. In the absence of the ability or encouragement to change their required activities, salespeople will likely utilize known procedures to fulfill activity control requirements. However, leadership can motivate employees while inspiring new processes, methods and change. Therefore, I hypothesize:

H3: *Activity controls will positively influence exploitative learning.*

***H3a.** Transformational leadership will negatively moderate the relationship between activity controls and learning behaviors reducing the positive effect on exploitative learning.*

H4: *Activity controls will negatively influence exploratory learning.*

***H4a.** Transformational leadership will positively moderate the relationship between activity controls and learning behaviors weakening the negative effect of activity control on exploratory learning.*

Capability controls, similar to activity controls, are behavior-based and typically easy to monitor. However, Katsikeas et al. (2018) found that capability controls encourage salespeople to take risks, find new techniques and educate themselves through new methods. Miao et al. (2007) found that capability controls lead to enhanced task enjoyment and compensation-seeking behaviors, which contributes to performance; however, the sales manager needed to be involved in the process. As salespeople are assumed to be hired with appropriate capabilities, corporate training is typically specific to existing processes while exploration is usually an autonomous activity. Therefore, I posit that salespeople will utilize best practices and avoid seeking new

methods and knowledge, absent transformational leadership which encourages out of the box exploration.

H5: *Capability controls will positively influence exploitative learning.*

H5a. Transformational leadership will negatively moderate the relationship between capability controls and learning behaviors reducing the positive effect on exploitative learning.

H6: *Capability controls will negatively influence exploratory learning.*

H6a. Transformational leadership will positively moderate the relationship between capability controls and learning behaviors weakening the negative effect of activity control on exploratory learning.

Outcome controls, as implied by name, are results driven and typically not easily monitored real time. Contrary to capability controls, Katsikeas et al. (2018) note that risks associated with not achieving goals would discourage seeking new methods and processes and incite salespeople to utilize best practices. Miao et al. (2007) found that outcome controls have no influence on motivational or behavior performances, therefore, it would encourage short-term gains versus long term behavioral change. As such, employees would likely not engage in new behaviors that take longer to develop. Similar to capability controls, I posit that people will only seek new, riskier behavior with proper leadership in place.

H7: *Outcome controls will positively influence exploitative learning.*

H7a. Transformational leadership will negatively moderate the relationship between outcome controls and learning behaviors leading to a negative/neutral effect on exploitative learning.

H8: *Outcome controls will negatively influence exploratory learning.*

H8a. Transformational leadership will positively moderate the relationship between outcome controls and learning behaviors weakening the negative effect of outcome control on exploratory learning.

Performance outcomes of job crafting are not well researched, especially within the sales context. Tims and colleagues (2013a, 2013b) engaged in a longitudinal study examining whether job crafting intentions and work engagement lead to actual job crafting behaviors, higher levels of prospective work engagement and ultimately job performance. Their research, which utilized chemical factory workers, revealed a mediated relationship to performance through work engagement. Leana, Appelbaum, and Shevchuk (2009) examined job crafting in childhood education and effects on increased care. Performance results were mixed as performance improvement were only found at the group level, while individual results were not confirmed. Srivastava and Pathak (2020) found that job crafting had a direct effect on organizational citizenship behavior (OCB). OCB is defined as discretionary activities that are not recognized in the formal rewards systems, however, it can enhance the overall wellness of the company (Organ, 1988, 1997; Podsakoff, Mackenzie, Moorman & Fetter, 1990). Podsakoff and MacKenzie (1997) found a relationship between OCB and performance. The linkage of OCB to performance could bridge the effect job crafting may have on objective measures of salesperson outputs.

Additionally, Weseler and Niessen (2016) linked job crafting positively to task performance. Task performance is the effectiveness by which employees perform activities related to core processes within the organization related to production of goods or services (Borman & Motowidlo, 1993). Borman and Motowidlo (1993) further connected task performance through contrasting job-related duties. Their research predicts that task performance is required to present a well-rounded perspective of job crafting outcomes. Positive performance outcomes in these examples are predicated upon job crafting changes that produce efficiency or innovation. Learning behaviors enhance the development of task changes which subsequently leads to innovation.

Katsikeas et al. (2018) initially tested the mediated effects of control systems on performance through exploratory and exploitative learning. Customers' purchase decision-making complexity and preference for sales predictability were also tested as moderators. They confirmed a complicated indirect effect of controls on performance due to the multiple permutations of the constructs. Their hypotheses were not specific to the direct effect of exploratory and exploitative learning on performance; however, they were reported later in an addendum appendix (b=.17 and b=.2, p<.005, respectively). There were no mediators between exploratory/exploitative learning and sales performance. I believe task crafting will mediate and strengthen the relationship through job-based changes that get deliberately established into the day-to-day functioning of the role. Confirmative steps toward instituting the learned and innovative knowledge through the job crafting process were missing in their model.

Additionally, the relationship will strengthen when moderated by transformational leadership as sales managers will encourage learned job changes and risk taking which increase performance. Results should also differ from Leana et al. (2009) as industry performance criteria centers around individual results, whereas childcare is a group effort. Therefore, I offer the following hypotheses:

H9: *Task crafting will mediate the positive relationship between exploitative learning and sales performance.*

H10: *Task crafting will mediate the positive relationship between exploratory learning and sales performance.*

H11: *Task crafting will have a positive effect on sales performance.*

***H11a**. Transformational leadership will strengthen the positive effect that task crafting has on sales performance.*

CHAPTER IV

RESEARCH DESIGN/METHODS

Measures

This dissertation examined the relationship between an extended version of job crafting and sales performance when moderated by transformational leadership in a sales organization. Sales controls are examined as the exogenous variable which when combined with leadership, affect learning behaviors and subsequently job crafting. Controls are salesperson-perceived controls at the individual level; however, many of the controls may be at a region, district, company, or other level in which they are implemented. The context of this dissertation assumes the sales organization will likely be business-to-business (B2B) selling or non-traditional retail (not traditional retail stores such as found in the mall, street boutiques or internet sellers). Although typical retail is not planned, the model may be applicable and tested in follow-up research. To accomplish that goal, a survey using a 5-point Likert developed scale was utilized (1=low and 5=high). The measures are vetted, proven questions used in existing studies and adapted to fit the context.

The central construct of job crafting is extended as a journey which includes learning behaviors and a subsequent action component. The cognitive elements, exploratory and exploitative learning, were taken from Katsikeas et al.'s (2018) study. Their research incorporates both learning behaviors (exploratory and exploitative learning) into the sales

literature, which is central to this current research. These particular measures were chosen not only because of the existing relationship and potential research extension, but the distinction between new and existing knowledge types. Task crafting is the subsequent measure of activity taken in the job crafting journey/process. Learning behaviors conclude in changes, which is considered job crafting when looked at in its entirety. There were several measures to choose from, however, this research utilized a combination of questions from two authors to evaluate task crafting. The task crafting measures are a combination from research of both Slemp and Vella-Brodrick (2014) and Leanna et al. (2009). Most measures from Slemp and Vella-Brodrick (four of five) were used and supplemented by two additions from Leana et al. Questions were combined to strengthen both content and face validity as well as reliability regarding measuring changes salespeople make after learning behaviors. A few measures from Leanna et al. were specific to school settings, which were not applicable to this research. The single measure excluded from Slemp and Vella-Brodrick was similar in nature to other questions used and was not action-oriented, which is the implication of task crafting in the context of this research.

The exogenous variable of sales controls creates an important entry point to the sales organization. Sales controls are central to the function of most organizations (Challagalla & Shervani, 1996). Early models of sales controls were broken into two dimensions—behavioral and outcome (Anderson & Oliver, 1987). However, for this current study, I use three distinct elements of activity, capability and outcome (Challagalla & Shervani, 1996; Miao et al., 2007), following/extending the work of Katsikeas et al. (2018). Finer granularity is deemed both appropriate and necessary to understand the details of the specific interactions of each through job crafting and performance (Challagalla & Shervani, 1996). Each of the three elements of sales controls plays an active part in the sales management function; thus, it was considered essential in this research.

Transformational leadership, the moderator in this study, was chosen due to the encouraging nature that this type of leader exhibits. Transformational leaders transform values and norms of organizations (Wang et al., 2017), which should be a perfect complement to job crafting. The original Multifactor Leadership Questionnaire (MLQ) consists of a 27-item scale (Avolio, Bass & Jung, 1999; Carless, 1998), which was vetted and deemed accurate; however, it is difficult to utilize in a longer applied questionnaire. Due to the length of survey, a shortened version of the MLQ, which was adopted from Carless, Wearing, and Mann (2000), was used. Carless et al. (2000) reduced the 27-item scale to seven, which better fit the length of the survey while reporting a high level of reliability and assessing the single construct of transformational leadership.

The last variable used was the assessment of performance. Ideally, an objective measure with two levels of validation would be preferred. Within the survey, an objective measure of "percent to quota" as well as a self-reported subjective measure was requested from respondents, both representing one level. The objective measure was asked for as a numerical input, scripted percent to plan (was not bucketed and respondents could enter any number/script). The second self-reported measure was taken from Behrman and Perreault (1982). Behrman and Perreault's work in 1982 narrowed down over 65 items through expert review and factor analysis to establish a highly reliable (.91) measure of performance that includes seven items. Each measured item represents a sub-item group important to sales: "Sales Presentation, Providing Information, Technical Knowledge, Sales Objectives, Controlling Expenses, Teamwork and Customer Relations" (Behrman & Perreault, 1982, p. 361). The measures were created in a business-to-business sales environment and utilized two layers of performance evaluation, self-reporting and supervisor confirmation to validate the measure. Survey questions are presented in the appendix. Variables are presented in Table 3 below.

Table 3

Variable Definitions

Independent Variables

Name	Definition	Survey Questions
Activity Controls	Awards, punishment, monitoring and acknowledgments for ***specific defined activities*** based upon achievement of those goals (Challagalla & Shervani, 1996).	5 - Interpreted from Miao et al. (2007)
Capability Controls	Awards, punishment, monitoring and acknowledgments for ***specific levels or goals for abilities, skill level*** and improvement of those abilities (Challagalla & Shervani, 1996).	5 - Interpreted from Miao et al. (2007)
Outcome Controls	Awards, punishment, monitoring and acknowledgments for ***specific output goals*** based upon achievement (Challagalla & Shervani, 1996).	5 - Interpreted from Miao et al. (2007)

Dependent Variables

Name	Definition	Survey Questions
Task crafting	***Changes*** related to actual tasks that are performed within a job role (Berg et al., 2013; Wrzesniewski & Dutton, 2001).	6 - Interpreted from Slemp & Vella-Brodrick (2014); Leana et al. (2009)
Sales Performance	An overall self-reported measure of salesperson performance (Behrman & Perreault, 1982).	7 - Interpreted from Behrman & Perrault (1982)

Moderators

Name	Definition	Survey Questions
Transformational Leadership	Leadership style which transforms the values and norms of subordinates while inspiring and motivating them to perform above expectations (Wang et al., 2017).	7 - Interpreted from Carless et al. (2000)

Data Collection

Data collected to test the hypotheses were obtained in two distinct processes. The survey was created in Qualtrics and initially disseminated to five companies through internal sales leaders and managers to their associated sales teams. Salespeople in each of the teams were not required to complete the survey nor were offered any incentives. Team leaders and managers had little vested interest in ensuring compliance, therefore, no follow-up was completed after the initial email requests, which resulted in extremely poor response rates. The total number of surveys started through a company-sponsored request was 82 (out of more than 1,000+ salespeople); 45 responses were removed due to non-agreement of ARP/use terms, attention check failure or incomplete surveys. To supplement the small number of company-gathered surveys, Lucid, a data collection service, was employed to solicit additional responses from targeted salespeople.

Through Lucid, surveys were solicited from participants that were compensated for their efforts. Lucid used their filtering criteria to seek responses from active salespeople. A total of 491 surveys were started and 234 were removed due to non-agreement of ARP/use terms, filter (requirements), attention check failure or incomplete surveys. Potential respondents were filtered out immediately if they responded as retail associates and not professional B2B salespeople. See Table 4 for respondent demographics and Table 5 for descriptive statistics.

Table 4

Respondent Demographics

Demographic	N	% to Total	Demographic	N	% to Total
Gender			**Age Bracket**		
Male Female	158	54.11%	18-24	22	7.51%
Female	134	45.89%	25-34	86	29.35%
Ethnicity			34-44	103	35.15%
White	255	87.63%	45-54	36	12.29%
Black or African			55-64	34	11.60%
American	15	4.79%			
Asian	11	2.75%	65+	12	4.10%
Other	8	2.19%			
American Indian or					
Alaska Native	2	0.50%			

Table 5

Descriptive Statistics

Descriptive Statistics

Item	N	Range	Min	Max	Mean	σ
Activity Controls	293	4	1	5	3.937	0.554
Capability Controls	293	4	1	5	3.714	0.780
Outcome Controls	293	4	1	5	3.912	0.773
Exploratory Learning	293	4	1	5	3.483	0.939
Exploitative Learning	293	4	1	5	3.597	0.912
Task Crafting	293	4	1	5	3.598	0.756
Transformational Leadership	293	4	1	5	3.745	0.880
Performance	293	4	1	5	3.655	0.735

The survey included six additional items: variable compensation, industry tenure, company tenure, customization, average sale and average sales cycle. Each of these variables were free-form entry, which was intended to extract detailed information. However, an average of 15% of the answers (6.8% to 31.3%) were incomplete and many additional entries were incorrect (e.g., 100 years industry experience). Additionally, each item was analyzed regardless of errors, however, none were correlated with core model variables, therefore, were excluded from further analysis.

As the company-derived data is from confirmed targeted sales teams, it was chosen to include them in the final analysis. To ensure the sample sets represented the same populations, the Kolmogorov-Smirnov test for goodness of fit (Massey, 1951) and comparison of medians were used. Both tests were chosen as they are not affected by inconsistent population size; test results are shown in Table 6.

Most of the variables proved to be consistent with the population and tested insignificant, however, transformational leadership and output controls were not confirmed, and the null hypothesis rejected. Transformational leadership was significant in the Kolmogorov-Smirnov test, however, insignificant when medians were compared. Output controls tested significant in both cases and is addressed further with additional issues below. Transformational leadership, due to the negative results in the median test, was considered consistent along with the other variables. Output of both tests are shown below in Table 6.

Table 6

Output Control Test Results

Variable	Independent Sample Medians Test	Independent Samples Kolmogrov-Smirnov Test
Exploratory Learning	0.211	0.324
Exploitative Learning	0.442	0.619
Task Crafting	0.56	0.886
Transformational Leadership	0.155	0.031
Activity Controls	0.382	0.377
Outcome Controls	<.001	<.001
Capability Controls	0.746	0.976
Performance	0.615	0.962

COVID-19. Due to the nature of job crafting and role changes salespeople make, the pandemic had potential effects that had to be considered. Two questions were asked in the questionnaire that addressed COVID-19: First, to what degree do you believe changes were made due to COVID. Second was an open dialogue question that asked respondents to describe significant changes made due to COVID. A summary of the answers is provided in Table 7.

Table 7

Participant Responses to COVID Questions

Count	Mean	% Total	Reason
28	3.11	9.56%	Face-to-Face
130	3.45	44.37%	Remote
20	2.90	6.83%	Communication
59	2.17	20.14%	Nothing
56	3.38	19.11%	Other

A large majority of the sample population had no changes or worked remotely (20% and 44%, respectively). The next group had changes in how they communicate (16% - Face + Communication). Essentially, over 80% of the changes were due to communication or office space. The highest correlations were both learning constructs in the high 20s (.27, .29), with task crafting at 0.18. Task crafting, being the primary concern, is significant at .002; however, R^2 is only .032. Lack of variance in "Reason" and overall limited effect led me to exclude the variable as a statistical control.

Model Validation

Face validity of the sales control variables, which considers whether the variable measures what it is intended (Price, Jhangiani & Chiang, 2015), was considered a potential problem through the development of the model and hypotheses. Many of the measures for the control variables were similar in nature, wording and intent, and therefore potential issues. The correlation matrix, including the original hypothesized constructs are shown in Table 8. Correlations between the individual control variables as well as between the control variables and transformational leadership were high at .923, .848, .820 and .746 respectively, while others were acceptable.

Table 8

Correlation Matrix

Correlation Matrix

Item	Mean	σ	1	2	3	4	5	6	7	8
1. Exploratory Learning	3.483	0.939	1.000							
2. Exploitative Learning	3.597	0.912	0.713*	1.000						
3. Task Crafting	3.598	0.756	0.643*	0.517*	1.000					
4. Transformational Leadership	3.745	0.880	0.412*	0.431*	0.385*	1.000				
5. Performance	3.655	0.735	0.451*	0.416*	0.495*	0.378*	1.000			
6. Activity Controls	3.937	0.554	0.441*	0.449*	0.389*	0.746*	0.455*	1.000		
7. Outcome Controls	3.714	0.780	0.384*	0.394*	0.329*	0.672*	0.401*	0.923*	1.000	
8. Capability Controls	3.912	0.773	0.441*	0.381*	0.355*	0.718*	0.422*	0.848*	0.820*	1.000

* Statistical significance <=.001

CFA was run for all hypothesized constructs in their original formats. Standard estimates of the indicator variables were adequate in all cases. Due to the high correlations and face validity issues, an EFA using varimax rotation was also run to ensure factors were appropriately loaded. Activity and capability controls primarily loaded onto one latent variable while transformational leadership loaded correctly. Complete CFA and EFA results are shown in Appendix Tables 1A and 2A. Excerpts of the control EFA are presented in Table 9.

Table 9

EFA Using Varimax Rotation

Varimax Rotated Results			
Factor	5	6	7
ACTC1	0.649	0.002	0.329
ACTC2	0.704	0.059	0.189
ACTC3	0.671	0.042	0.256
ACTC4	0.491	0.321	0.305
ACTC5	0.558	0.038	0.505
CAPC1	0.551	0.563	0.233
CAPC2	0.535	0.484	0.350
CAPC3	0.408	0.570	0.334
CAPC4	0.438	0.520	0.383
CAPC5	0.503	0.198	0.441
OUTC1	0.701	(0.004)	0.267
OUTC2	0.789	0.065	0.194
OUTC3	0.698	0.207	0.248
OUTC4	0.746	0.136	0.254
OUTC5	0.533	0.110	0.444

Model fit indices indicate a moderate overall fit. Chi square is significant at $p \leq .001$, however, sample size is close to 300. RMSEA is less than .061 at .057 and falls between the 90% confidence intervals, CFI at .905 and TLI .897 and SRMR at .052. Convergent reliability of each construct does exceed the threshold of 0.8 and average variance extracted exceeds 0.5. However, testing discriminant validity, each of the control variables (activity, outcome, capability) failed as

the square root of AVE is less than the correlations between them (Fornell & Larcker, 1981).

Table 10 provides results of the reliability scores.

Table 10

CFA Validity/Reliability Scores

CFA Validity/Reliability					
	CR	**AVE**	**MSV**	**ASV**	**√ AVE**
Exploratory Learning	0.906	0.659	0.508	0.301	0.812
Exploitative Learning	0.889	0.619	0.508	0.263	0.787
Task Crafting	0.820	0.437	0.413	0.244	0.661
Transformational Leadership	0.946	0.713	0.588	0.247	0.844
Performance	0.907	0.583	0.245	0.193	0.763
Activity Controls	0.844	0.520	1.000	0.470	0.721
Outcome Controls	0.827	0.515	0.903	0.441	0.718
Capability Controls	0.861	0.553	0.846	0.294	0.744
Behavioral Controls	0.923	0.545	0.588	0.266	0.738

Within that context, all three control variables were changed to create a better, parsimonious model. Activity controls and outcome controls were found to essentially measure the same phenomena; therefore, outcome controls were dropped, negating the need to address the nature of the data differences between samples. With that understanding, overlap in validity and desire for parsimony, activity controls and capability controls were combined into a single variable of behavior controls, which is consistent with earlier models of sales controls (Anderson & Oliver, 1987). Model fit improves slightly but remains moderate as CFI and TLI increase slightly to .909 and .902. RMSEA and SRMR remain similar at .058 and .051, respectively.

Discriminant reliability improves through both Fornell-Larcker scores and correlation, as shown in Tables 10 and 11. Chronbach's alpha slightly decreases with the new model from .875 to .828, respectively; however, the overall model appears to improve.

Table 11

Correlation Matrix

Correlation Matrix

Item	Mean	σ	1	2	3	4	5	6
1. Exploratory Learning	3.483	0.939	*0.906*					
2. Exploitative Learning	3.597	0.912	0.713*	*0.889*				
3. Task Crafting	3.598	0.756	0.643*	0.517*	*0.812*			
4. Transformational Leadership	3.745	0.880	0.412*	0.431*	0.385*	*0.945*		
5. Behavioral Controls	3.825	0.735	0.458*	0.424*	0.382*	0.767*	*0.921*	
6. Performance	3.655	0.735	0.450*	0.416*	0.495*	0.373*	0.452*	*0.904*

* Statistical significance <=.001

Due to the inability to prove discriminant reliability, the subsequent deletion and consolidation of constructs, several hypotheses specifically related to sales controls were either changed or eliminated. Hypotheses 5/6 and 7/8 that were specific to capability and outcome controls, respectfully, were not tested. Hypotheses 3/4, which were related to activity controls were tested as it relates to a newly created combination of activity and capability controls or behavioral controls (CTL). The new hypotheses are:

H3: *Behavioral controls (CTL) will positively influence exploitative learning.*

H3a. *Transformational leadership will negatively moderate the relationship between behavioral controls and learning behaviors, reducing the positive effect on exploitative learning.*

H4: *Behavioral controls (CTL) will negatively influence exploratory learning.*

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H4a. Transformational leadership will positively moderate the relationship between behavioral controls and learning behaviors weakening the negative effect of behavioral controls on exploratory learning.

Chapter V presents the study's results, discussion, limitations, conclusions, and future research opportunities.

CHAPTER V

RESULTS

This research examined job crafting within the sales context to determine whether changes made at an individual level lead to positive results and innovation. Control systems, learning, and leadership were examined with regard to the role they play in job crafting.

Hypothesis Results

In this analysis, all hypothesis results were calculated using MPlus 8, version 1.6 for Mac. The first two hypotheses examined, explored the relationship between the learning behaviors, exploitative and exploratory, and task crafting. Individually, each of the learning variables were regressed on task crafting which was used to test mediation in later hypotheses (Baron & Kenny, 1986; Shrout & Bolger, 2002). In both cases, the direct effect of exploitative learning and exploratory learning were positive and significant with b=.423, p<=.001 and b=.513, p<=.001, respectively. However, contradicting H1, when the learning behaviors were run in parallel, exploratory learning assumed the role as the relevant predictor while exploitative learning became insignificant with b=.107, p=.125 (all hypotheses outcomes are listed in Table 15 below). These results indicate shared variance (17.7%) between variables with exploratory learning exhibiting a confounding effect on exploitative learning. Subsequently, H2 is confirmed as exploratory learning does have a significant positive effect on task crafting with b=.410, p<=.001, suggesting that salespeople favor newly created knowledge to job craft.

Although there are elements missing, the model does explain a large amount of variance in task crafting with $R^2=.392$. Unfortunately, not enough variance is explained to create a new picture of job crafting; however, results do lay the groundwork for additional research. These results should not be downplayed as they shed great light on how salespeople change their jobs through utilizing new knowledge which is a very important finding. Essentially, employees search for new or alternative methods to fulfill their roles, leading to deliberate changes within task crafting as identified by the large, significant effect. A separate measure was also examined to further probe and verify the relationship, which asked about deliberate changes made. Respondents were directly asked whether they modified their jobs without management consent, a question which is not associated with the verified task crafting measure. Both learning behavior relationships were positive and significant with exploratory learning ($b=.318$, $p<=.001$) and exploitative learning ($b=.227$, $p<=.001$), which further highlights the relationship between task crafting and learning behaviors.

Hypothesis 3 was also supported as behavioral controls have a positive, significant effect on exploitative learning of $b=.447$, $p=.012$. As salespeople react to sales controls, they leverage their existing knowledge within their roles to achieve the desired results. However, contrary to H4, controls do not negatively impact exploratory learning but create a higher positive significant effect with $b=.615$, $p=.002$. The original hypotheses were based upon salespeople leveraging known, proven methods and processes over unproven routines; however, these results suggest that salespeople will learn new behaviors to increase their compliance to perceived controls. These findings support the larger construct of controls which is the combination of the indicating factors from activity and capability controls. The high effect of controls on exploratory learning may be the result of pursuing needed skills to fulfill knowledge deficits, job demands, or the search for innovative methods to accomplish assigned tasks more efficiently.

These results are in contrast with what Katsikeas et al. (2018) found (see Table 12), although each control was separated in their analysis which may have substantial impact on results.

Table 12

Katsikeas et al.'s (2018) Exploitative and Exploratory Findings

	Hypothesized		Results	
Control	Exploitative	Exploratory	Exploitative	Exploratory
Activity	Positive	Negative	Positive	No Effect
Capability	Negative	Positive	Negative	Positive
Outcome	Positive	Negative	Positive	No Effect

Source: Katsikeas et al. (2018)

Although H3 was supported, H3a was not supported. Transformational leadership does not moderate the relationship between controls and exploitative learning as the effect was insignificant with b=.216, p=.098 of the interactive term. Interestingly, transformational leadership does positively moderate the relationship between behavioral controls and exploratory learning, supporting H4a with b=.229, p=.045 of the interactive term (see Figure 2).
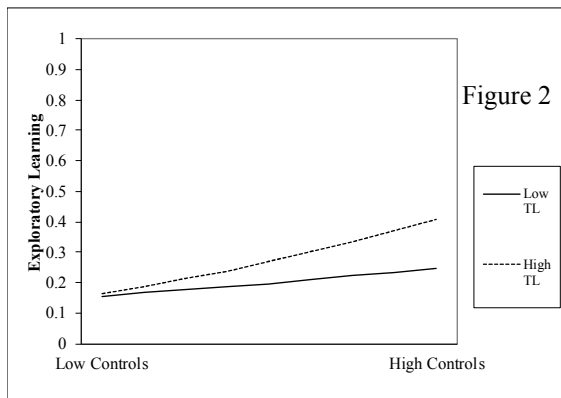

Figure 2. Relationship between behavioral controls and exploratory learning.

It was anticipated that given an alternative, support and encouragement from a transformational leader, salespeople may choose new methods or processes. However, it was hypothesized that as exploratory learning was encouraged, the alternative exploitative learning would be negatively affected. The results confirm the general sentiment of the hypothesis while supporting the continued importance of the effect of behavioral controls on both types of learning.

The next portion of the model addressed was the mediated relationship between learning behaviors and performance through task crafting. Performance was measured using a self-reported seven-question measure by Behrman and Perreault (1982) with an established reliability of 0.91. A second, objective measure of performance was requested in the questionnaire; however, poor response rate and insufficient data prevented using it to test the hypothesis. To determine mediation, relationships among the variables had to be established (Baron & Kenny, 1986; Shrout & Bolger, 2002). Both the mediator of task crafting and the dependent variable of performance were regressed on each of the learning behaviors. The results of the regressions, shown in Table 13, were positive and significant.

Table 13

Regression Results for Task Crafting and Performance

Item	Task Crafting	Performance
Exploratory Learning	**.513	*.134
Exploitative Learning	**.423	*.176

*$p < .05$

** $p <= .001$

To test the direct and indirect effects of mediation, the bootstrap method was used with 10,000 iterations (Shrout & Bolger, 2002). Using the self-reported measure, H9 was not confirmed as both paths, indirect and direct, were insignificant with total effect of b=.145, p=.138, 95% CI (-.047,.331), indirect effect of b=.044, p=.129, 95% CI (.002, .120), and direct effect of b=.100, p=.283, 95% CI (-.081, .283) (see Table 14). Hypothesis 10, however, was confirmed. Exploratory learning had a total effect of b=.220, p=.010, 95% CI (.049, .382), indirect effect of b=.153, p=.004, 95% CI (.065, .277), and a direct effect of b=.067, p=.481, 95% CI (-.123, .253). Task crafting fully mediates the effect of exploratory learning on performance as the direct path becomes subsequently insignificant. Partially confirming expectations, exploratory learning was predicted to show a greater effect through mediation as new methods are associated with change reflected in task crafting. The last set of hypotheses to be tested were regarding the effects of task crafting on performance and potential moderation by transformational leadership.

Table 14

Effects of Task Crafting on Performance

Mediator	R^2	Direct Effect			Indirect Effect			Total Effect		
		b	SE	p	b	SE	p	b	SE	p
Exploitative Learning Task Crafting	0.200	0.100	0.094	0.283	0.044	0.029	0.129	0.145	0.097	0.138
Exploratory Learning										
Task Crafting	0.230	0.067	0.095	0.481	0.153	0.053	0.004	0.220	0.085	0.010

Hypothesis 11, a very important outcome, was confirmed as task crafting does lead to performance improvements with a significant effect of b=.264, p=.010. Salespeople engaged in

task crafting led to positive performance improvements. However, H11a was not confirmed as the interactive term of transformational leadership was insignificant with b=.133, p=.263. Transformational leadership does not moderate performance within the model tested. Within that context, however, the hypothesized effect may have been adversely affected through the self-reporting method. A post-hoc process utilizing an objective measure of performance that was included in the questionnaire was tested with different results. The second test did suggest that transformational leadership does moderate performance (p=.0009). The objective measure was not used in the model as the data was judged to be poor (missing, wrong entries, etc.); however, it was an interesting data point and should be retested with accurate, objective data. Hypotheses outcomes are listed in Table 15.

Table 15

Hypotheses Outcomes

	Hypothesis	Effect	p Value	Confirmed
1	Exploitative Learning will have a positive effect on Task Crafting	b=.107	p=.125	No
2	Exploratory Learning will have a positive effect on Task Crafting	b=.410	p<=.001	Yes
3	Behavioral Controls will positively influence Exploitative Learning.	b=.447	p=.002	Yes
3a	Transformational Leadership will negatively moderate the relationship between Behavioral Controls and Learning Behaviors reducing the positive effect on Exploitative Learning.	b of interactive term= .216	p of interactive term = .098	No
4	Behavioral Controls will negatively influence Exploratory Learning.	b=.615	p=.002	No
4a	Transformational Leadership will positively moderate the relationship between Behavioral Controls and learning behaviors weakening the negative effect of Sales Controls on Exploratory Learning.	b of interactive term= .229	p of interactive term = .045	Yes
9	Task Crafting will mediate the positive relationship between Exploitative Learning and Sales Performance.	total b=.145 direct b=.100 indirect b=.044	total p=.138 direct p=.283 indirect p=.129	No

10	Task Crafting will mediate the positive relationship between Exploratory Learning and Sales Performance.	total b=.220 direct b=.067 indirect b=.153	total p=.010 direct p=.481 indirect p=.004	Yes
11	Task Crafting will have a positive effect on Sales Performance.	b=.264	p=.010	Yes
11a	Transformational Leadership will strengthen the positive effect Task Crafting has on Sales Performance.	b=.133	p=.263	No

Discussion

The journey into this dissertation began with a discussion with Mark, a sales leader, regarding the performance of his team. There were many takeaways from the encounter that had real-world, practical implications. First, the sales team was changing their jobs without consent of management or job crafting. As Lyons (2008) found, over 74% of salespeople engage in job crafting; within this research, the numbers were slightly lower at 70% (mean job crafting score > 3.0), which may be a result of excluding cognitive and relationship crafting, however, confirming Lyon's (2008) original findings. Just as job crafting was essential to the original story, it is certainly important to understand both impact and proliferation of phenomena in the broader scope. If the outcomes of job crafting become negative, sales leaders and managers must act accordingly and take corrective action to avoid sales quota gaps! In the original storyline, job crafting was positive and created sales opportunities. As buyers were changing, salespeople followed, which created selling opportunities and increased performance. Results could have easily been negative, resulting in a bad outcome for Mark and the organization. Within the context of salespeople's high impact on organizations combined with the high likelihood of changing roles, job crafting must be understood and taken into consideration by sales leaders.

Salespeople represent a staggering 14.3 million people and 7% of the U.S. labor market in critical roles. Assuming the low number of 70% job crafting (in this research), over 10 million salespeople are creating their own role. Should managers and leaders be worried? One of our

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main research questions prompted by the conversation with Mark, was whether the changes

being made by salespeople lead to positive outcomes? It was successful in Mark's circumstances,

however, was his situation unique? The link to performance may be one of the most critical

research questions answered (see Table 16 for the research question summary). In current

literature, there were many implications regarding job satisfaction (Bakker & Demerouti, 2007;

Slemp & Vella-Brodrick, 2014) as well as how job crafting manages to balance resources (Tims

& Bakkar, 2010); however, little was presented in relation to actual sales performance. With

results of H11, this research finds a positive relationship of actual job changes or job crafting

(.264, p<=.010) measured by task crafting to performance. This is an important finding as it

means sales leaders and managers should be aware and even encourage job crafting where and if

appropriate. However, that also means that the sales leaders must be knowledgeable and

equipped to manage an ever-changing organization that may shift on them quickly and blindly.

Changes in companies do happen frequently, but not formally within specific roles that are not

deliberate or ascribed by management. Leading a dynamic organization is undoubtedly difficult;

thus, it was hypothesized that transformational leaders would be better equipped for such an

environment.

As Mark was a humble leader, he did not realize some of the other implications of his

story. He was unaware that he was practicing transformational leadership and encouraging the

changes in a positive environment, which lead to performance improvements. As

transformational leaders respond more positively to changes while motivating and encouraging

employees to perform (Wang et al., 2017), this leadership style is a perfect fit for a workforce

that job crafts. Although it was not confirmed as a moderator to the measure of performance used

(b=.133, p=.263), it is believed that the relationship should be revisited with a less biased,

objective measure of performance. A post-hoc analysis on a secondary, albeit problematic

measure, did show a positive significant effect, which begs for additional research. It is believed that no other leadership style can match the ever-changing and elusive nature of job crafting, with the exception of Laissez Faire, which would likely not impact performance positively. As leadership shapes each organization, flexibility is important assuming job crafting is present, which happens frequently (70% in current research). Leadership was also proposed as a moderator to the relationship between the independent variable, controls and learning behaviors.

Behavioral controls were utilized as independent variables because they are deemed important, are usually the main driver of sales departments, typically demand large amounts of company resources, are readily embraced by most companies, and significantly impact the lives of salespeople. It was postulated that each control encouraged learning behaviors, exploitative and exploratory, and subsequent job crafting. In both situations, controls had a positive effect, confirming the overall impact of controls on salespeople's response. Unfortunately, this research was unable to delineate each area of sales controls, which is both important and lacking. This is a somewhat known issue in sales research and should be remedied. The findings from this research, however, do highlight the importance of sales controls and the role of leadership shaping outcomes even utilizing problematic measures. This is another notable result as it does answer the research question regarding the effect of sales controls on types of learning behaviors and job crafting. It is also important as companies need to understand how to lead 70% of their workforce to positive outcomes. This leads to the last unanswered research question: which type of learning leads to job crafting?

In this research, changes were found to be instigated through new knowledge or exploratory learning, which is an important finding. Although there is shared variance with exploitative learning, results indicate that salespeople favor new methods and processes as exploratory becomes the relevant predictor through a fully mediated path to job crafting and

subsequent positive work performance. It was hypothesized that salespeople would likely choose legacy knowledge to ensure quotas, however, this study found that new methods are not only preferred but are successful in creating desired outcomes. Salespeople today face an environment where buyers are changing faster than sellers and customers have vast amounts of information thanks to the democratization of technology which necessitates constant adjustments. Without further research, it is difficult to understand why individuals choose specific paths or changes. Nevertheless, learning behaviors do shape the crafting response. It is in these behaviors that performance improvements progress as task crafting mediates the effects of exploratory learning on performance. Therefore, both research questions regarding learning behaviors—Do learning behaviors lead to job changes? and Do salespeople create or craft changes through new or existing knowledge?—are answered and do lead to job crafting, role change, and shape their outcome through newly created knowledge.

Leadership, through learning behavior moderation and control system implementation, shape how salespeople utilize job changes to create positive outcomes. Although not wholly confirmed through hypothesis testing, this study's findings show a significant influence of leadership throughout the model, which does partially answer the question regarding the overall role leadership plays. Within these observations, this research is successful at creating a view into the larger company sales ecosystem as it relates to job crafting. Although not all the hypotheses were confirmed, the research resulted in positive steps toward better understanding of job crafting. (1) Identifying the need to recognize, understand and lead job crafting activities in sales organizations. (2) Encourage new knowledge as it supports job crafting and innovation which leads to better overall performance. (3) Utilize job crafting to enhance sales performance. (4) Utilize transformational leadership to encourage learning behaviors that lead to change.

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Table 16

Research Questions and Outcomes

Research Question	Outcome
1. Do learning behaviors lead to job changes?	Exploratory learning has a positive significant effect on task crafting (b=.410, p<=.001), therefore, learning behaviors do likely lead to job changes. New knowledge specifically explains a majority of the variance, althiough there is some shared variance.
2. Do changes salespeople make independently to their jobs lead to positive outcomes?	Evidence suggests a positive significant effect of job crafting on performance (b=.264, p=.010) which does indicate that changes salespeople make can lead to positive outcomes.
3. What role does leadership play in shaping how and whether those changes evolve?	Transformational leadership does encourage learning behaviors by possitively moderating the relationship between exploratory learning and behavior controls (b=.229, p=.045 of interactive term). However, transformational leadership does not moderate the relationship of task crafting to the performance measures tested. Therefore, leadership is important to the model, however, not in all aspects as hypothesized.
4. Do salespeople create or craft changes through new or existing knowledge?	Although both types of learning behavior individually have a significant positive effect, new or exploratory learning likely leads to job crafting (b=.22, p=.010). Exploratory learning effectively assumes the role of relevant predictor when run in parallel, while task crafitng fully mediates the relationship to performance. Therefore, this research suggests that new knowledge leads to job changes.
5. Do company controls prompt or lead salespeople to initiate job changes?	This research suggests that behavioral controls, which in this context assumes a combination of activity and capability, do prompt salespeople to initiate job changes through second order effects of exploratory learning. Behavioral controls have a positive significant effect on exploratory learning and subsequently job crafting (b=.615, p=.002, b=.220, p=.010 respectively).

Limitations

There are many obvious limitations that exist. The first is a result of the sample regarding both size and respondent pool. Original samples were solicited from known companies, which were the ideal candidates for this research and would have provided holistic well-rounded data. Unfortunately, the response rate was extremely low. Given the response rate, additional samples were obtained through a data collection company, Lucid. There are several limitations to this type of data. First, there is little control over the pool from which samples are derived, which could be argued as a benefit.

Additionally, all samples were from individual salespeople, which lacks multiple reporting levels and more extensive perspectives, and relies on self-reporting. To thoroughly assess the model, the research would have benefited from a broader set of data from multiple companies, industries, and countries within documented business-to-business sales organizations at multiple levels. The data quality would also likely improve regarding specific questions, such as "percent to quota." A larger set of data would probably more accurately depict the larger population and effects happening in the model.

Another set of limitations is the ability of the measures to deliver insight into the construct measured. Controls were chosen as the antecedent to job crafting due to their importance and relevance within an organization. It is believed that three distinct and separate controls do exist and are important; however, the measures chosen preclude appropriate discrimination between variables. There is certainly precedent with earlier versions of controls divided into outcome and behavioral (Anderson & Oliver, 1987); however, further delineation is desirable to understand salesperson motivations better. Although this research was able to make the connection of controls to learning and task crafting, which is a success, limitations exist regarding the separate, distinct areas of control and how each of them plays into the formation of learning and job/task crafting. Challagalla and Shervani (1996) noted inconsistencies through much of the literature, which was a partial driving factor in delineating three dimensions.

Measures used to evaluate performance also provide potential limitations. Within the research, a self-reported construct of performance was used. Although it was vetted in previous research (Behrman & Perreault, 1982) and has high reliability (0.91), it has all the inherent limitations and biases in self-reporting. Self-reported measures of performance are typically salesperson biased. An objective measure and/or multiple-level measures would have been more accurate and reflective of reality. Similar to controls, relationships to model constructs were

found successfully; however, the research would benefit greatly from actual objective performance measures (e.g., percent to plan/quota). A percent to plan/quota performance measure was included in the survey; however, responses were not always given, were very unclear or inconsistent, and therefore, were unable to be used. Additionally, obtaining multiple reporting levels within the management hierarchy would also benefit the research.

Some limitations also exist in question constraints within variables (e.g., utilizing an abbreviated measure from MLQ) and the ability to get complete and accurate answers (e.g., percent to plan). The survey, as administered, was approximately 20 minutes in length. Adding any additional length of time to utilize long versions of measures would certainly decrease responses and rate of completion, however, increase overall accuracy. Secondly, precision in free-form reported measures also creates a limitation. The survey was primarily Likert scale questions; however, several free-form questions would have yielded better overall results if participants read the question, understood what they were supposed to respond to, or took care to respond appropriately. For example, "What was your percent to plan in the last 12 months?" The answer to this question ranged from "great" to millions to real numbers that may reflect actual performance.

Future Research

This study opens opportunities for several topics that should be subjects for future research. The first opportunity exists in teasing out job crafting better. It was argued in this study that learning constructs combined with changes that employees make to their job is considered job crafting. This research did not conclusively prove that concept. Exploratory learning was certainly significant and had a solid, positive effect; however, the overall variance explained did not support a complete job crafting construct or event. It is believed that further research with better data and potential new learning constructs may prove better fits within the model. Job

crafting is still not a well-studied concept within sales, yet over 70% (Lyons, 2008 and this research) of salespeople do job crafting. However, the concept of job crafting is oversimplified and should be further studied to solidify a better, more complete model.

Another opportunity that is identified in limitations is sales controls. Sales controls are vital components to a top-performing organization, and much time and resources are spent implementing each area. For example, companies spend an inordinate amount of executive time and salary expense to understand and reinforce outcome controls. However, the measures used to identify the constructs cannot separate the contributions of each to overall success. There is a distinct possibility, based on this and extant research (Miao et al., 2007), that activities and capabilities are more important than outcomes; however, outcomes in companies command more significant time and resources. Therefore, understanding the relationship between the types and contributions of each control is certainly an important and worthwhile endeavor. In discussions with fellow academics, sales control measures are a known issue; however, they have not yet been addressed appropriately.

As this research was successful in teasing out leadership as a moderator to learning behaviors, additional effort to understand better how leadership in all forms can affect sales across multiple processes should be undertaken. Sales certainly benefit from proper management and leadership; however, little has been offered regarding the best types of leadership and the overall impact each type can have on employees, individual/company performance, and the organization itself. Several researchers have investigated and proven that successful management of the process is important; however, leadership in sales is vital but not well covered in the literature. Leadership is heavily covered in management journals (as it should be); however, similar vigor should be applied to sales and marketing concepts as leaders within these organizations greatly influence all of the marketing and sales processes. Additionally, changes

are happening quickly within the sales space. From remote offices and sales presentations to AI, changes in sales roles and leadership are increasing rapidly. Leadership has the ability to blunt issues and prompt performance if directed appropriately.

Lastly, this study presents a business cycle that begins with controls and ends in change, which could be considered process innovation. Two extensions exist in positive changes: (1) how/whether the innovation is diffused across the organization, and (2) whether controls are adapted to the new conditions. These are both new introductions to the model and fit real-world business conditions. Learning how each works in the sales ecosystem would certainly benefit sales leaders.

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APPENDICES

Appendix A: IRB Approval Letter

Oklahoma State University Institutional Review Board

Date:	07/19/2021
Application Number:	IRB-21-303
Proposal Title:	Extending Job Crafting in Sales: A Journey of Change to Positive Performance
Principal Investigator:	Greg Wicklman
Co-Investigator(s):	
Faculty Adviser:	Todd Arnold
Project Coordinator:	
Research Assistant(s):	
Processed as:	Exempt
Exempt Category:	

Status Recommended by Reviewer(s): Approved

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in 45CFR46.

This study meets criteria in the Revised Common Rule, as well as, one or more of the circumstances for which <u>continuing review is not required.</u> As Principal Investigator of this research, you will be required to submit a status report to the IRB triennially.

The final versions of any recruitment, consent and assent documents bearing the IRB approval stamp are available for download from IRBManager. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:
1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be approved by the IRB. Protocol modifications requiring approval may include changes to the title, PI, adviser, other research personnel, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any unanticipated and/or adverse events to the IRB Office promptly.
4. Notify the IRB office when your research project is complete or when you are no longer affiliated with Oklahoma State University.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact the IRB Office at 405-744-3377 or irb@okstate.edu.

Sincerely,
Oklahoma State University IRB

Activity Controls (Miao, Evans, & Shaoming, 2007)
1. My manager informs me about the sales activities that I am expected to perform.
2. My manager monitors how I perform required sales activities.
3. My manager informs me on whether I meet his/her expectations on sales activities.
4. My manager re-adjusts my sales activities when necessary.
5. I would be recognized by my manager if I perform sales activities well.

Capability Controls (Miao, Evans, & Shaoming, 2007)
1. My manager periodically evaluates the selling skills I use to accomplish a task (e.g., how I negotiate).
2. My manager provides guidance on ways to improve my selling skills and abilities.
3. My manager evaluates how I make sales presentations and communicate with customers.
4. My manager assists me by illustrating why using a particular sales approach may be effective.
5. I would be commended if I improve my selling skills.

Outcome Controls (Miao, Evans, & Shaoming, 2007)
1. My manager tells me about the expected level of achievement on sales volume or market share targets.
2. My manager monitors my performance on achieving sales volume or market share targets.
3. I receive frequent feedback on whether I am meeting expected achievement on sales volume or market share targets.
4. My manager ensures that I am aware of the extent to which I attain sales volume or market share targets.
5. I would be recognized by my manager if I perform well on sales volume or market share targets.

Exploratory Learning (Katsikeas et al., 2018)
1. I search for novel information and ideas that enable me to learn new sales techniques.
2. I discover new selling techniques that take me beyond my current knowledge, skills, and abilities in improving my performance.
3. I engage in learning new selling skills and knowledge that help me look at existing customers' problems in a different light.
4. I explore novel and useful approaches that I can use to respond to customers' needs and wants in the future.
5. I focus on learning new knowledge of selling techniques that involve experimentation and the potential risk of failure.

Exploitative Learning (Katsikeas et al., 2018)
1. I adhere to sales techniques that I can implement well to ensure productivity rather than those that could lead me to implementation mistakes.

2. I prefer proven approaches to leverage my existing knowledge and experience in selling to customers.
3. I adopt sales techniques that suit well to my current knowledge and experience.
4. I embrace sales techniques that are aligned well with my selling routines.
5. I prefer undertaking sales tasks with little variation in my performance compared to sales tasks with handsome rewards but with risks involved.

Task Crafting
1. I implement new approaches on my own to improve my work (Slemp & Vella-Brodrick, 2014)
2. I implement new work tasks that I think better suit my skills or interests (Slemp & Vella-Brodrick, 2014)
3. I change work procedures that I think are not productive on my own. (Leana et al. 2009)
4. I change the way I do my job to make it easier for myself on my own. (Leana et al. 2009)
5. I change the scope or types of tasks that I complete at work (Slemp & Vella-Brodrick, 2014)
6. I choose to take on additional tasks at work. (Slemp & Vella-Brodrick, 2014)

Transformational Leadership (Carless et al., 2000)
1. Communicates a clear, positive vision of the future.
2. Treats staff as individuals and supports and encourages their development.
3. Gives encouragement and recognition to staff.
4. Fosters trust, involvement and cooperation amongst team members.
5. Encourages thinking about problems in new ways and questions assumptions.
6. Is clear about his/her values and practices what he/she preaches.
7. Instills pride and respect in others and inspires me by being highly competent.

Performance (Behrman & Perreault, 1982; Sujan et al., 1994)

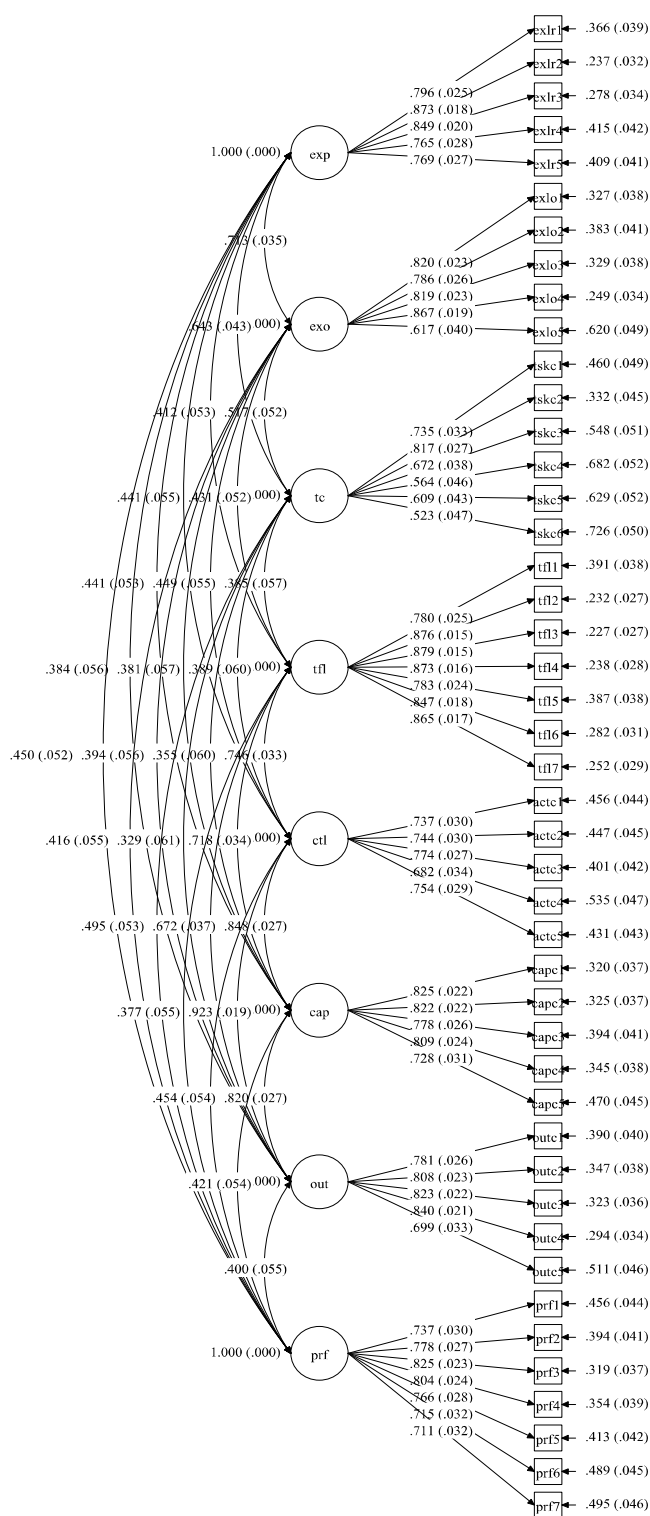1. I produce a high market share for the company in my territory.
2. I produce sales or blanket contracts with long-term profitability.
3. I make sales of those products with the highest profit margin.
4. I generate a high level of dollar sales.
5. I quickly generate sales of new company products.
6. I identify and sell to major accounts in my territory.
7. I exceed all of my sales targets and objectives.

Appendix C: Table 1A—CFA Results

Varimax Rotated Results

Factor	1	2	3	4	5	6	7	8
EXLR1	0.715							
EXLR2	0.740							
EXLR3	0.729							
EXLR4	0.705							
EXLR5	0.637							
EXLO1		0.663						
EXLO2		0.698						
EXLO3		0.699						
EXLO4		0.756						
EXLO5		0.560						
TSCKC1			0.519					
TSCKC2			0.605					
TSCKC3			0.599					
TSCKC4			0.661					
TSCKC5			0.714					
TSCKC6			0.343					
TFL1				0.660				
TFL2				0.821				
TFL3				0.790				
TFL4				0.805				
TFL5				0.665				
TFL6				0.744				
TFL7				0.788				
ACTC1					0.649	0.002	0.329	
ACTC2					0.704	0.059	0.189	
ACTC3					0.671	0.042	0.256	
ACTC4					0.491	0.321	0.305	
ACTC5					0.558	0.038	0.505	
CAPC1					0.551	0.563	0.233	
CAPC2					0.535	0.484	0.350	
CAPC3					0.408	0.570	0.334	
CAPC4					0.438	0.520	0.383	
CAPC5					0.503	0.198	0.441	
OUTC1					0.701	(0.004)	0.267	
OUTC2					0.789	0.065	0.194	
OUTC3					0.698	0.207	0.248	
OUTC4					0.746	0.136	0.254	
OUTC5					0.533	0.110	0.444	
PRF1								0.742
PRF2								0.690
PRF3								0.730
PRF4								0.790
PRF5								0.724
PRF6								0.640
PRF7								0.707

Appendix D: Table 2A—EFA Results

exp
.796 (.025) exlr1 .366 (.039)
.873 (.018) exlr2 .237 (.032)
.849 (.020) exlr3 .278 (.034)
.765 (.028) exlr4 .415 (.042)
.769 (.027) exlr5 .409 (.041)

exo
.820 (.023) exlo1 .327 (.038)
.786 (.026) exlo2 .383 (.041)
.819 (.023) exlo3 .329 (.038)
.867 (.019) exlo4 .249 (.034)
.617 (.040) exlo5 .620 (.049)

tc
.735 (.033) skc1 .460 (.049)
.817 (.027) skc2 .332 (.045)
.672 (.038) skc3 .548 (.051)
.564 (.046) skc4 .682 (.052)
.609 (.043) skc5 .629 (.052)
.523 (.047) skc6 .726 (.050)

tfl
.780 (.025) tfl1 .391 (.038)
.876 (.015) tfl2 .232 (.027)
.879 (.015) tfl3 .227 (.027)
.873 (.016) tfl4 .238 (.028)
.783 (.024) tfl5 .387 (.038)
.847 (.018) tfl6 .282 (.031)
.865 (.017) tfl7 .252 (.029)

ctl
.737 (.030) actc1 .456 (.044)
.744 (.030) actc2 .447 (.045)
.774 (.027) actc3 .401 (.042)
.682 (.034) actc4 .535 (.047)
.754 (.029) actc5 .431 (.043)

cap
.825 (.022) capc1 .320 (.037)
.822 (.022) capc2 .325 (.037)
.778 (.026) capc3 .394 (.041)
.809 (.024) capc4 .345 (.038)
.728 (.031) capc5 .470 (.045)

out
.781 (.026) outc1 .390 (.040)
.808 (.023) outc2 .347 (.038)
.823 (.022) outc3 .323 (.036)
.840 (.021) outc4 .294 (.034)
.699 (.033) outc5 .511 (.046)

prf
.737 (.030) prf1 .456 (.044)
.778 (.027) prf2 .394 (.041)
.825 (.023) prf3 .319 (.037)
.804 (.024) prf4 .354 (.039)
.766 (.028) prf5 .413 (.042)
.715 (.032) prf6 .489 (.045)
.711 (.032) prf7 .495 (.046)

1.000 (.000)

VITA

Gregory A. Wicklman

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Director/Multiple Positions, Sunglass Hut International, Inc., Coral Gables, FL	1990 to 2002