



universität
wien

MASTERARBEIT | MASTER'S THESIS

Titel | Title

Passion for Work

How Job Design influences Passion for Work

verfasst von | submitted by

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angestrebter akademischer Grad | in partial fulfilment of the requirements for the degree of

Master of Science (MSc)

Wien | Vienna, 2024

Studienkennzahl lt. Studienblatt |
Degree programme code as it appears on the
student record sheet:

UA 066 915

Studienrichtung lt. Studienblatt | Degree
programme as it appears on the student record
sheet:

Masterstudium Betriebswirtschaft

Betreut von | Supervisor:

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Abstract

In the early 2000's, passion research within the work domain started to emerge. Two types of passion exist – harmonious and obsessive passion – eliciting divergent outcomes (Vallerand et al., 2003). Harmonious passion solely leads to adaptive employee outcomes, whereas obsessive passion can also lead to negative consequences. The aim of this thesis is to examine the effect of job design on each type of passion. Specifically, the thesis examines a job's design by evaluating core job characteristics, as well as social job characteristics. I engaged in a quantitative research design, collecting data via an online survey from working individuals. After analyzing the sample of 130 employees, results reveal that jobs which rank high in feedback from others, have the potential to elicit both harmonious and obsessive passion. Jobs high in role ambiguity elicit obsessive passion and jobs which rank high in skill variety have the potential to evoke harmonious passion. The thesis contributes to the passion and job design literature. The findings of the thesis intend to benefit organizations, managers and HR-practitioners in designing jobs to promote the development of harmonious and mitigate the evolution of obsessive passion.

Zusammenfassung

In den frühen 2000er-Jahren begann die wissenschaftliche Auseinandersetzung mit dem Thema Leidenschaft im beruflichen Kontext. Dabei werden grundsätzlich zwei Arten von Leidenschaft unterschieden – die harmonische und die obsessive Leidenschaft – die jeweils unterschiedliche Auswirkungen auf Mitarbeitende haben (Vallerand et al., 2003). Harmonische Leidenschaft führt überwiegend zu positiven Effekten, während obsessive Leidenschaft auch negative Konsequenzen mit sich bringen kann. Das Ziel dieser Arbeit ist es, zu untersuchen, wie die Gestaltung von Arbeitsplätzen die verschiedenen Formen von Leidenschaft beeinflusst. Im Fokus stehen dabei sowohl die Kernmerkmale eines Arbeitsplatzes als auch soziale Faktoren. Die Untersuchung basiert auf einem quantitativen Forschungsansatz, bei dem die Daten mittels einer Online-Umfrage unter Berufstätigen erhoben wurden. Die Analyse der Stichprobe von 130 Beschäftigten zeigt, dass ein hohes Maß an Feedback von anderen am Arbeitsplatz (z.B. von Vorgesetzten) beide Formen der Leidenschaft begünstigt. Jobs mit einer erhöhten Rollenambiguität fördern obsessive Leidenschaft, während Jobs, die eine Vielfalt von Fertigkeiten verlangen harmonische Leidenschaft hervorrufen. Diese Arbeit leistet einen Beitrag zur Forschung im Bereich Leidenschaft und Arbeitsplatzgestaltung. Die gewonnenen Erkenntnisse sollen Organisationen, Führungskräften und HR-Verantwortlichen dabei unterstützen, Arbeitsplätze so zu gestalten, dass sie die Entfaltung harmonischer Leidenschaft fördern und das Risiko obsessiver Leidenschaft minimieren.

1. Introduction

When googling *passion for work*, over a billion results appear in the search engine. Most of them are quick guides and overviews about how to become more passionate at work or reasons why it is so important. But is it just a buzzword, or might it be important to take a closer look at this as an employer? Passion is suggested to lead to higher work engagement, increased job satisfaction, a reduced likelihood of burnout and it is essential in predicting work performance (Carbonneau et al., 2008; Chen et al., 2020; Lavigne et al., 2012; Vallerand & Houliort, 2003; Vallerand et al., 2019). Increased performance is likely to improve productivity, decrease costs due to more efficient resource usage and can result in higher customer satisfaction. High performing and engaged employees might be also more likely to contribute to new ideas and innovative solutions. This is not only a benefit for an individual him- or herself, but also for an organization. But how can managers elicit or support employee passion within the workplace, when their LinkedIn feed tells them: Hire for passion and train for skills? Surely, this holds true to a certain extent since passion cannot be created from scratch. However, an organization can support the ongoing development of passion by altering various organizational, relationship and job characteristics (e.g. Vallerand et al., 2019). As Lewin (1946) said, “[...] behavior is a function of both the person and the situation” (Southwick et al., 2019; p. 12). So, over one part of the equation, organizations do have a substantial impact.

There has already been research indicating that how a job is designed influences downstream employee behavior and attitudes (e.g. Hackman & Lawler, 1971). Besides the traditional outcomes like satisfaction and performance, passion for work was evidenced to be directly influenced by certain core job characteristics (Astakhova et al., 2024; Thibault-Landry et al., 2018). Contemporary job design research emphasizes the importance of a job’s social characteristics, thus a relational perspective (e.g. Grant, 2007). The shift from manufacturing economies to service and knowledge economies and therefore the focus away from static job descriptions to a more outcome-oriented view, interpersonal connections and interdependencies at work become more important than ever (e.g. Grant & Parker, 2009). However, a job’s design and the magnitude of certain characteristics might not always lead to favorable employee outcomes, when obsessive passion is present (e.g. Vallerand et al., 2003). Obsessive passion is a controlling form of passion where an individual is driven by an uncontrollable urge to engage in an activity they view as important, leading them to neglect other aspects of life, such as personal health, relaxation, or family commitments. By knowing which characteristics can

potentially elicit negative forms of passion and strategically (re-)designing jobs, organizations can cultivate and develop positive forms of passion, while mitigating the maladaptive effects.

1.1. Problem Description and Research Objectives

Various researchers have observed that there is an effect of job design on employee outcomes, i.e. passion for work (e.g. Astakhova et al., 2024; Thibault-Landry et al., 2018). It entails also advantageous outcomes for managers and more broadly for organizations. Research suggests that work passion is a crucial factor in predicting employee creativity (Liu et al., 2011), it leads to less emotional exhaustion after a working day (Bredehorst et al., 2024), has positive effects on perceiving one's workload (Lavigne et al., 2014) and might also lead to a heightened performance (Ho et al., 2011). However, there is also evidence that downstream consequences of passion differ depending on how the activity has been internalized into an individual's identity (Bredehorst et al., 2024; Vallerand et al., 2003). Thus, it makes a difference whether an employee internalizes his or her work in an autonomous and non-controlling fashion, or in a controlled and self-limiting manner, leading to harmonious or obsessive passion, and adaptive or maladaptive outcomes respectively.

The way jobs are designed within an organization is suggested to play an influential role in how an employee's work passion develops over time. A job's design influences whether or not an individual's basic psychological needs are satisfied, for eliciting work passion (Zigarmi et al., 2019). It is for example proposed that job designs which are tailored to an employee's values and interests (Ho et al., 2011) have a positive influence on employee work passion. Thibault-Landry et al. (2018) have empirically shown that certain core job characteristics (autonomy, task variety, task significance, performance expectations) positively contribute to subjective work passion evaluation, via the satisfaction of basic psychological needs. Unfortunately, the social and relational aspects of job design have not been emphasized as much within the past (Grant, 2008), as the core job characteristics. However, researchers argue that there is an increasing need to do so, since humans have a natural tendency to feel related and connected to other people and to increase their welfare (Baumeister & Leary, 1995; Grant, 2008; Ryan & Deci, 2000). Also, researchers showed that individuals respond differently to certain job characteristics, depending on their career stage (Katz, 1978; Zaniboni et al., 2013). For example, employees in the beginning of their career responded more negatively to autonomy, than individuals in later career stages (Katz, 1978).

To date, few studies looked at how and specifically which type of passion among employees evolves under which circumstances; the focus has been on the consequences of work passion

(Liao et al., 2022). This thesis aims to close this gap and to find out which job characteristic predicts which type of work passion. Specifically, the thesis aims to look at a multidimensional perspective of passion (Vallerand et al., 2003), rather than a unidimensional one, by investigating both harmonious (HP) and obsessive (OP) passion. Research to date strongly focused on the positive form of passion but did not investigate which job characteristics might lead to obsessive passion, resulting in maladaptive outcomes. Also, the relationship between the social job characteristics and work passion has not been investigated so far, to the best of my knowledge.

Therefore, this master thesis aims to answer the following research questions:

RQ1: How does job design affect employee passion?

Specifically, how do autonomy/skill variety/social support/interaction outside the organization/received and initiated interdependence/feedback from others and role ambiguity contribute to passion for work?

RQ2: Does the career stage moderate the direct relationship between autonomy/skill variety/role ambiguity and harmonious passion?

1.2. Structure of the Thesis

The thesis is structured as follows. First, to understand the state of the current passion research and clarify the research gap, the topic is theoretically examined in chapter 2.1. Then, the distinction to related constructs is outlined. Afterwards, various antecedents of work passion are introduced. Section 2 is finalized with an examination of the outcomes of passion for work. Section 3 deals with the topic of job design. First, job design theory is outlined in chapter 3.1. The subsequent chapter deals with examining the traditional core job characteristics according to the job characteristics model (JCM) (Hackman & Oldham, 1976). Section 3.3 outlines the relational perspective of job design theory and explains in detail the social job characteristics according to the work design questionnaire (WDQ) (Morgeson & Humphrey, 2006). Hypotheses are stated after each proposition within the job design part. Section 3.5 introduces moderating factors between the relationship of job design and employee outcomes in section 3.6 the final research model is visualized and explained. Next, the methodological part of the thesis is outlined in section 4. The results of the statistical analysis are found within section 5. Finally, the results are discussed, the theoretical contribution and practical implications are outlined and suggestions for future research are given in section 6. The reference list and Appendix can be found at the end of the thesis. The Appendix contains a list of variables used

and the corresponding measures, the literature search terms as well as a copy of the online questionnaire.

1.3. Literature Search

The initial literature search has been done by using Google Scholar to get an overview about the research area. Three search terms were chosen, without using the extended search function. First, the search term *effect of job design on passion for work* yielded 1.61 million results. Then, *job design* and *work passion* have been searched independently. *Job design* yielded 9.56 million results, indicating relevance. By initially screening the works' titles one could see that the focus often is on the motivational downstream effects of job design. The review article from Oldham and Fried (2016) was picked to get insights into job design research. 2.56 million results have been obtained by searching for *work passion*. By far the most cited work is *Passion at work* by Vallerand and Houliort (2003). The eBook *Passion for Work: Theory, Research and Applications* by Vallerand and Houliort (2019) was chosen to get more familiar with passion research. Overall, initial search results were quite extensive; therefore, a more restricted search was needed. A more detailed and systematic literature review was done by using scopus.com as a database. The exact terms used in each search can be found within the Appendix. Importantly, relevant literature which was already used for the proposal was added to the list. Also, backward search was done to ensure suitability in the research context.

2. Passion for Work

To begin with, the following part of the thesis deals with the theoretical background of the passion for work literature. First, the subject is theoretically examined and explained, to introduce readers into the subject. Second, the distinction to related constructs - e.g. intrinsic motivation or calling – is made, to properly define work passion as a separate construct. Third, antecedents of work passion are discussed. Finally, multiple outcomes of harmonious and obsessive passion are outlined.

2.1. Theoretical Background

As Vallerand et al. (2003) outlined, passion has long ago been of high interest among philosophers, like Spinoza or René Decartes. Psychologists looked at the passion concept mostly from a romantic perspective (e.g. Ratelle et al., 2013), meaning that someone is passionate about another person. Today, various researchers agree that one can also be passionate about an activity. Vallerand et al. (2003) proposed that passion constitutes “[...] a strong inclination toward an activity that people like, that they find important, and in which they invest time and energy” (p.757). Their work marks the beginning of empirical passion research within psychology, amidst the trend of positive psychology (Seligman & Csikszentmihalyi, 2000). Also, they introduced the relevance of the passion construct within the work domain (Vallerand & Houliort, 2003; Vallerand et al., 2003) and started a new era of passion research. Various other researcher followed this path and investigated passion for work from different perspectives (e.g. Bredehorst et al. 2024; Liao et al. 2022; Zigarmi et al. 2019). Vallerand et al. (2003) distinguish between two types of passion, harmonious and obsessive one, which constitutes the essence of their *Dualistic Model of Passion* (DMP). Importantly, other researcher do not make a distinction here and emphasize the predominant positive affective experience associated with passion, thus perceiving passion as unidimensional (e.g. Chen et al., 2020). Furthermore, there are researchers who focus on a within-person approach to passion for work (e.g. Bredehorst et al., 2024) or on a between-person approach (Vallerand et al., 2003). Respectively, it involves studying the subtle fluctuations of passion within individuals over time or the broad variations in passion levels observed among different people in diverse work environments.

The DMP posits that there is a difference in how an activity is internalized into one’s identity, thus, emphasizing a distinction between harmonious and obsessive passion, leading to adaptive or less adaptive or even maladaptive employee outcomes. Therefore, the definition of passion was slightly altered and thus passion “[...] can be seen as a strong inclination toward a

specific object, activity, concept or person that one loves (or at least strongly likes), highly values, invests time and energy in on a regular basis, and that is part of one's identity. Furthermore, two forms of passion seem to exist" (Vallerand 2015, p. 33). It must be mentioned, that investing time and energy might not always be an appropriate indicator of (work) passion. As acknowledged by Chen et al. (2020), it could be that people have to do a certain job due to financial circumstances, without showing passion for their line of work. Also, one could be passionate about horse riding, but lacks time and financial resources to pursue this hobby on a regular basis. However, this suggested key aspect of passion (Vallerand et al., 2003; Vallerand, 2015) stems from the idea that an activity, or work, when engaging in it more or less a significant time span in one's whole lifetime, becomes so central and self-defining, that consequently, it is internalized into an individual's identity.

The DMP (Vallerand et al., 2003) suggests that activities which are internalized into an individual's identity in an autonomous fashion, harmonious passion is likely to occur. More precisely, when an individual can freely choose whether to engage in the given work and decide how central the work is in one's life, without minding any external contingencies, like social pressure or prestige. Harmonious passion occurs when the individual can control the passion, and is not controlled by it, meaning that one does not feel bad and agitated when being prevented from engaging in the activity. For example, a manager who is deeply involved in a project can decide to take the weekend off to spend time with family, without feeling guilty or constantly thinking about the work left at the office. This demonstrates an ability to disengage, indicating that the passion for work is harmonious and integrated into one's life in a balanced way. Obsessive passion, on the other hand, results from an internalization of the activity in a controlled fashion, but not controlled by the person. This is likely to happen for the manager who feels an "[...] uncontrollable urge to partake in the activity that they view as important and enjoyable" (Vallerand et al., 2019, p. 23) and cannot properly relax or engage in other activities outside of work. The passion completely controls the individual and is attached to certain contingencies, leading to a scenario where the manager might miss important family events or forego personal health and well-being, driven by an uncontrollable need to work, demonstrating the dominating nature of obsessive passion. This might lead to unwanted maladaptive outcomes. The passionate activity is more valued than other aspects of life and occupies a disproportionate part of one's identity (Vallerand et al., 2003). Therefore, "[...] to keep the fire of passion burning, people may need to cool down at times – or risk burning out" (Bredehorst et al. 2024, p. 381). People with a harmonious passion are more likely to live a life where various activities are in harmony with each other, which is more fulfilling and makes one

experience subjective well-being, compared to having an obsessive passion (Carpentier et al., 2012).

To sum up, Vallerand et al.'s (2003) DMP studies influenced subsequent research, with various scholars investigating (work) passion from multiple perspectives, some viewing passion as a unidimensional, predominantly positive experience, while others explore it through within-person approaches to understand its fluctuating or varying nature among individuals in different settings. The DMP highlights the importance of how an activity is internalized into one's identity. "Obsessive passion [...] refers to a controlled internalization of an activity in one's identity that creates an internal pressure to engage in the activity that the person likes" (Vallerand et al., 2003; p. 756). This type of passion can lead to a rigid involvement, where the activity takes an overpowering place in one's identity, often causing conflict with other life domains and reducing flexibility. "Harmonious passion [...] refers to an autonomous internalization that leads individuals to choose to engage in the activity that they like" (Vallerand et al., 2003; p. 756). This form of passion allows for a balanced and flexible involvement in the activity, harmonizing with other aspects of life and promoting positive outcomes. This dichotomized understanding of passion challenges simplistic views and considers the complexities of passion's role in people's lives and in the work domain.

2.2. Distinction to Other Constructs

To delimit passion for work from other related constructs, it is important to look at its own elements and those of its neighbors. According to Vallerand et al. (2019), there are seven core dimensions of passion. For the following discussion, these dimensions are used and contrasted with other researchers' propositions and related constructs.

First, passion is experienced towards a *specific* activity, subject, concept, person, or organization. For example, I am passionate about writing my master thesis at the intersection of psychology and organizational behavior, but I would not be passionate about writing it in finance and accounting. This statement about the experience and identification with a *specific* activity or vocation is also shared by e.g. Chen et al. (2020). Grit – "perseverance and passion for long-term goals" (Duckworth et al., 2007, p. 1087) – represents a related construct. However, as shown by Southwick et al. (2019), grit is rather something dispositional and must not necessarily refer to a specific line of work. This would mean that I am passionate about writing my master thesis in general, no matter which research area. Furthermore, grit refers to pursuing long-term goals over an extended time frame, which means months or years, with both passion and perseverance. Whereas passion is something long-lasting as well but might change

or fluctuate over time (Zigarmi et al., 2019). Importantly, it has to be mentioned here, that there is not a universal consensus about passion being a rather fluctuating or stable state (Liao et al., 2022). However, the researchers agree that passion is not an affective emotion, which pops up and fades away in the short-term. Some researchers also posit that, depending on how the activity has been internalized within a certain period, it is more or less difficult for employees to maintain their passion over time (Bredehorst et al., 2024). As Liao et al. (2022) posit “[p]assion has an inherently dynamic nature, and its development depends on one’s experiences with a particular activity” (p. 3).

The second dimension posit that it is not enough to merely *like* something, but rather *loving* or at least *strongly like* it (Vallerand et al., 2019). This is an important distinction to e.g. job engagement, job commitment or job satisfaction. Job satisfaction refers to positive affect, where individuals have the feeling that something is enough and acceptable, emphasizing a reactive state instead of active motivation and enthusiasm (Warr & Inceoglu, 2012). However, without love and deep emotional involvement. Job engagement is a motivational construct, as is passion (Vallerand et al., 2019), leading to a more active than reactive state. Engagement is more about the employee's involvement with, and enthusiasm for, the work they do (Warr & Inceoglu, 2012). But here too, love for work is not a prerequisite. The same applies to job commitment. One might be committed to one’s work due to external rewards (e.g. salary, fringe benefits), rather than being passionate about the work itself (Vallerand et al., 2019). Zigarmi et al. (2019) mention that some researchers (e.g. Baum & Locke, 2004) describe work passion as the straightforward act of loving one’s job. However, *only* loving something does not fulfill the passion elements either, according to Vallerand et al. (2019).

Placing high value and meaningfulness on the activity/vocation represent the third element of passion (Vallerand et al., 2019). This element shows that an individual's passion is more likely to flourish in activities that are deeply valued and considered meaningful. For instance, a teacher might find deep personal value in educating and shaping the minds of the next generation, viewing this role not just as a job but as a passion.

Fourth, since passion is something long-lasting with possible fluctuations, rather than an affective, short-lived emotion, it is suggested to fall under the category of motivational constructs, as already shortly mentioned. Therefore, as argued by Vallerand et al. (2019), intrinsic motivation might be the closest construct. However, they empirically verified that there is indeed still a difference in the two constructs. Intrinsic motivation usually does not lead to maladaptive outcomes (Ryan & Deci, 2000), which can be the case with obsessive passion.

As a fifth element, passion involves high levels of energy and persistence during and after engaging in the activity or work.

Sixths, when the *specific* activity is internalized into one's identity, then it finally becomes a passion. Work becomes so self-defining, that one would describe oneself e.g. as *I am a police officer*, rather than saying *I work for the police*. The last element constitutes that passion is a multidimensional construct, taking on a dualistic form (Vallerand et al., 2019). However, as shown in chapter 2.1, various researchers focus on a unidimensional perspective of passion.

When thinking about passion for work, one could also argue that a passion can be equated with one's calling. "[...] work that people feel called to do is usually seen as socially valuable—an end in itself—involving activities that may, but need not be, pleasurable" (Wrzesniewski, 1997). There is evidence that having a calling and being passionate about one's line of work is related. For example, Vatou and Gkorezis (2018) proposed that calling directly and indirectly via work meaningfulness leads to work passion. A calling is characterized by the feeling of being *called* to do something. This can be through personal inclination, life experiences, or a sense of moral duty. So, it should also contribute to a greater good like making the world a better place, thus a fulfillment of purpose beyond oneself. In contrast, passion for work can stem purely from personal joy and satisfaction. Vatou and Gkorezis (2018) found support for their hypotheses and evidenced that calling is positively associated with work passion and that work meaningfulness mediates this relationship. Thus, having a calling might help in fostering work passion. However, within their studies they only used the items for harmonious passion from Vallerand et al.'s (2003) passion scale.

Overall, this implies that passion can be treated as a separate construct, with some aspects overlapping with other constructs. Importantly, various studies (e.g. Ho et al., 2011; Vallerand et al., 2003) empirically showed that passion has a profound impact on individuals and must be considered as a distinct and valuable construct.

2.3. Antecedents of Work Passion

The following chapter deals with identifying the antecedents of work passion, which have been suggested by various researchers to date. Vallerand et al. (2019) distinguish between social and personal factors which influence how passion develops and changes over time. Zigarmi et al. (2019) suggest organizational, job and relationship characteristics as antecedents of work passion within their employee work passion appraisal (EWPA) model. Overall, they share the same rational.

First, a short remark on the initial development of passion is given. According to the *Dualistic Model of Passion (DMP)*, three processes are vital in the initial development of passion (Vallerand, 2008): Activity selection, activity valuation and the internalization of the activity into one's identity. Activity selection means that individuals start showing a preference for certain activities over others, through trial and error. Usually, these activities are more valued than others, and are more in line with an individual's identity. When finally, the activity is internalized into one's identity, a harmonious or obsessive passion for it has been developed, depending on how it has been internalized (Vallerand et al., 2019). Chen et al. (2015) investigated peoples believes in how passion for work is attained. One distinguishes between fit and develop theorists. Fit theorists believe that passion for work is achieved by finding *the perfect fit*, meaning that passion must already be present when initially starting a job. According to this view, individuals must already have a clear understanding of what they are passionate about before entering a job, and they seek roles that align closely with their pre-existing interests and values. Develop theorists, on the other hand, argue that passion can evolve over time and must not be necessarily present from the outset. This perspective emphasizes adaptability and the potential for an individual to discover passion for work overtime, even if the initial alignment between the job and his or her preferences is not perfect. Interestingly, in the western culture people are more likely to perceive themselves as fit theorists, suggesting a preference for immediate compatibility in career choices.

Personal Factors

Personality, perfectionism, identity style, signature strengths, and emotional intelligence can be assigned to personal factors which constitute antecedents of passion for work, according to an overview of studies by Vallerand et al. (2019). So, dispositional factors have a substantial impact on how passion develops over time and which type of passion according to the DMP is experienced. Dalpé et al. (2019) therefore investigated the conjunction between personality traits and facets according to the Big Five Model (Costa & MacCrae, 1992). 284 participants aged from 19 to 70 years took part in their study, which consisted of an online questionnaire distributed via Mechanical Turk in the United States. The measures have been personality traits and corresponding facets, passion and positive and negative affect. Results show that there is a relationship between all big five personality factors and harmonious passion, except for neuroticism. There was a negative association between neuroticism and harmonious passion and a positive one with obsessive passion. Also, obsessive passion was positively associated with negative affect, while harmonious passion positively related to positive affect and was negatively associated with negative affect. The fact that individuals high in neuroticism on

average experience more distress and react to stressors in a less efficient way, could be one explanation to this relationship (Bolger & Schilling, 1991). However, future research is needed to investigate which personality traits under which contextual circumstances (e.g. autonomy within the workplace) lead to which type of passion (Dalpé et al., 2019).

Social Factors

According to Vallerand et al. (2019), social determinants are autonomy support, leadership, organizational support and culture and job design. These factors refer to contextual ones, compared to personal determinants as explained in the previous section. Two social determinants – autonomy support and job design - are briefly explained within the section. These two factors are chosen, since the thesis' aim is to investigate how a job's design (consisting of various characteristics, like e.g. autonomy) impacts work passion.

By far the most frequently mentioned antecedent of work passion is autonomy support at work, which refers to work environments in which supervisors and managers provide employees with the support needed to satisfy their basic psychological need for autonomy. Gao and Jiang (2019) tested various hypotheses by using questionnaires within a large energy group in China with a final sample of 674 superior-subordinate dyads. Their results revealed that job autonomy has a positive moderating influence between harmonious passion and employee voice. Employee voice refers to the proactive communication of ideas, suggestions, or concerns by employees and was measured by asking superiors about their subordinates. Job autonomy also mediates the relationship between empowering leadership and employee voice, with harmonious passion being a mediating variable as well. Job autonomy was measured by using the three-item scale developed by Hackman and Oldham (1974). Liu et al. (2011) investigated whether there are other mediating variables than intrinsic motivation between contextual work factors and employee creativity, since results about the mediating relationship are inconsistent. Creativity here can be seen as one aspect of employee performance. They conducted two field studies in China, one in a manufacturing firm and one in a large commercial bank with the final samples being 856 and 525 members respectively. Overall, results revealed that the effect of team autonomy support and individual autonomy orientation on creativity was mediated by harmonious passion. Also, autonomy supportive organizational units positively influenced employee creativity via harmonious passion. Overall, these results indicate that autonomy supportive work environments are favorable in the ongoing development of harmonious passion.

Various characteristics of a job can influence which type of passion is experienced (Astakhova et al., 2024) and thus maintained over the long run. Thibault-Landry et al. (2018) suggest that managers need to take a closer look at how jobs are designed within their organization, to satisfy basic psychological needs and consequently positively influence their employee's work intentions, i.e. passion for work. Job characteristics' direct impact on various employee outcomes (high internal motivation, high quality work performance, high satisfaction with the work, low absenteeism and turnover) has been evidenced by e.g. Hackman and Oldham (1976). Since there are multiple job characteristics and various corresponding measurement methods, *job design* is closely examined in section 3.

Overall, the research underscores that there are various personal and contextual elements eliciting passion for work. Since the design of jobs plays a crucial role in how passion for work develops over time and organizations do have a substantial impact on how jobs are structured, the thesis focuses on this antecedent.

2.4. Outcomes of Work Passion

In the following section, various outcomes of passion for work are discussed. According to the DMP, the outcomes partly differ in how the activity has been internalized – either autonomously or controlled. There is evidence that harmonious passion solely leads to positive outcomes whereas obsessive passion often leads to negative outcomes (e.g. Vallerand et al., 2003). Vallerand et al. (2019) differ between outcomes of passion within the work domain and in other areas of life.

Ho et al. (2011) showed that harmonious passion positively influences work performance, primarily through cognitive absorption—employees' deep focus and immersion in their tasks. Harmoniously passionate employees invest more cognitive energy during their work which affects the overall quality of work and consequently leads to an increase in performance. Conversely, obsessive passion, which led to reduced cognitive attention, did not significantly impact work performance. Also, it is suggested that harmonious passion increases the likelihood of flow experiences, which is a psychological state of complete immersion and involvement in an activity that is both intrinsically rewarding and engaging (Csikszentmihalyi & Rathunde, 1993). It must be acknowledged here, that flow is a similar concept to passion. However, flow usually does not lead to maladaptive outcomes as obsessive passion does. Lavigne et al. (2012) showed that harmonious passion contributed to an increase in flow over a six-month period, but not vice versa. The effect of obsessive passion on flow was much lower, still there was a slight increase. So, one can say that flow is a consequence of passion. There is

also evidence by various researchers that harmonious (not obsessive) passion for work is a strong predictor of job satisfaction (Carbonneau et al., 2008; Vallerand et al., 2003). As mentioned in the previous section, Lui et al. (2011) demonstrated that harmonious passion has a positive influence on employee creativity. Lavigne et al. (2014) investigated whether the type of employee passion (according to the DMP by Vallerand et al., 2003) affects the appraisal of one's job demands and resources. Results reveal that harmonious passion positively influences job evaluation and leads to lower levels of work overload. Obsessive passion led to a higher perception of work overload.

Outcomes in other areas in life are also very interesting to look at. Carpentier et al. (2012) found that having a harmonious passion for a preferred activity, like playing the guitar, positively influences the experience of flow in a secondary activity, such as studying. In contrast, obsessive passion does not produce the same effect. Indeed, with obsessive passion, when being prevented from engaging in the passionate activity, the ruminations about it can disrupt and hinder the flow experience during other activities like studying. As with the example with the manager in section 2.1., one cannot properly focus on any other activity. Obsessive passion is also found to increase the likelihood of ill-being (e.g. burnout) (Lavigne et al., 2012), compared to harmonious passion which contributes to an individual's general well-being (Vallerand et al., 2019). This enumeration of outcomes of passion might not be exhaustive; there are many more.

In conclusion, the duality of the passion model (DMP) offers a deeper understanding of how passion influences various work and life outcomes, differentiating between the effects of harmonious and obsessive passion. Harmonious passion, characterized by voluntary and non-controlling engagement in work, leads to numerous positive outcomes, including enhanced work performance, creativity, job satisfaction, and flow experiences. These benefits extend beyond the workplace, enhancing well-being and the quality of life in other domains as well. Conversely, obsessive passion, which involves a controlling engagement with work, often results in negative outcomes such as reduced cognitive attention, an increased perception of work overload, and potential burnout, and can detrimentally impact other areas of life by disrupting flow experiences in secondary activities. This understanding underscores the importance of fostering harmonious passion within the workplace and detecting factors which might contribute to the development of obsessive passion.

3. Job Design

Having outlined the research area of work passion, the following chapter deals with investigating job design literature. Specifically, the relationship between job design and work passion is examined. This investigation is essential because understanding how jobs are structured can provide helpful insights about how work passion, and importantly which type of passion, might be fostered or hindered within the workplace. The general research about job design in an organizational context is extensive, indicating relevance. First, the theoretical background of job design research is outlined. Then, the traditional and relational perspective of job design research and their corresponding job characteristics are explained in detail. Also, the hypotheses are formulated after stating each proposition. Finally, suggested moderators influencing the direct relationship between job design and employee outcomes are outlined.

3.1. Theoretical Background of Job Design Research

Oldham and Fried (2016) define job design as “[...] the actual structure of jobs that employees perform” (p. 20). This encompasses the specific tasks, responsibilities, and functions that constitute a job, as well as how these elements are organized and the degree of e.g. autonomy and variety they offer to the employee. So, job design theories deal with identifying how jobs and their environments need to be structured and coordinated to induce favorable outcomes, for both workers and organizations. As Hackman and Oldham (1980) argue, managers often have more control over the job designs within their organization, than for other dimensions like culture, structure, or technology (Grant et al., 2011).

Going back in time, already Babbage (1835) and Smith (1850) proposed ideas in how jobs should be structured, to elicit advantageous employee and organizational outcomes. They argued that job simplification and standardization, thus the division of labor, allow employees to significantly improve their skills by specializing in a certain task (Oldham & Fried, 2016). Consequently, due to this continuous cycle of improvement, individuals develop more efficient ways of doing their work. These thoughts are very similar to scientific management, introduced by Taylor (1911), also called Taylorism. Importantly, he was the first one who used scientific experiments within organizations. He advocated that organizational design should be rooted in precise, scientific methods. Taylorism, and other instrumental theories, deal with the structure and processes within an organization and corresponding jobs (Daft, 2010). However, the human aspect, employee well-being, satisfaction, and motivation, was neglected. Herzberg’s (1966) two factor model, which falls under the category of content theories within the area of motivation theories, was slightly more advanced than previous ones, considering human

motivation. He argued that there are satisfactors (motivators) and dissatisfactors (hygiene factors), which are either intrinsic to the content of a job or extrinsic to the context thereof (Grant et al., 2011). Satisfactors like e.g. career opportunities and interesting work, can increase an employee's motivation, whereas dissatisfactors like e.g. the workplace situation or salary can only decrease dissatisfaction. So, jobs high in satisfactors elicit employee motivation by job enrichment, which positively impacts job satisfaction. However, also Herzberg's theory lacked practical relevance, since no guidance about how to implement and quantify corresponding measures was introduced and no individual differences in the responsiveness to various factors have been considered (Oldham & Fried, 2016; Hackman and Oldham, 1976).

In the 1970's, Hackman and Oldham (1976) came up with the job characteristics model (JCM), based on their job characteristics theory (JCT), which is still widely used today. The basis for the JCM lies in *Employee reactions to job characteristics* (Hackman & Lawler, 1971), where a conceptual framework about how job characteristics influence employee attitudes and behavior has been developed (Grant et al., 2011). The job characteristics model (JCM) proposes that five core dimensions of a job (skill variety, task identity, task significance, autonomy, feedback) trigger three psychological states (experienced meaningfulness, experienced responsibility for outcome of the work, knowledge of the actual results of the work activities), which in turn lead to various personal and work-related outcomes (high internal motivation, high quality work performance, high satisfaction with the work, low absenteeism and turnover). This relationship in both directions (from job characteristics to outcomes and reverse) is suggested to be influenced by the strength of an individual's growth needs. They tested their model by collecting on-site data from 658 employees working on 62 different jobs in seven organizations (Hackman & Oldham, 1976). For measuring the core job dimensions and an individual's growth need, the job diagnostic survey (JDS) by Hackman and Oldham (1974,1975) was used. Specifically, they evidenced the anticipated positive connections between the core job characteristics and employee attitudinal outcomes, such as internal motivation and job satisfaction. However, the links between the job characteristics and outcomes related to behavior and performance were found to be relatively modest in strength. Also, individuals with a strong need for growth reacted more favorably to complex jobs compared to those with a lower need for growth. Overall, their model was tested in multiple studies and obtained mixed results (Oldham & Fried, 2016).

Today, there are numerous forms of job characteristic measurements since each has its weaknesses and strengths. One of the newer perspectives is held by Morgeson and Humphrey (2006), which attempted to address weaknesses and gaps of prior job design measurements with

their work design questionnaire (WDQ). Specifically, they extended the job characteristics model (JCM) by physical, knowledge and social characteristics. Within their second study, they investigated the relationship between job characteristics and employee outcomes. Results reveal, among other, that task and knowledge characteristics are positively related to job satisfaction. These two constructs fall under the category of motivational characteristics. Thus, according to Morgeson and Humphrey (2006), job satisfaction can be increased by boosting any motivational characteristic, with the job taking on different characters, depending on which characteristic is increased. Their results also show that social job characteristics can increase employee's job satisfaction beyond the motivational characteristics and were negatively associated with training and compensation requirements. This suggests that fostering a socially supportive work environment could enhance job satisfaction without necessarily requiring increased financial investment in training or salaries. The social dimension of job design research was heavily influenced by Grant (2007) and will be further discussed in section 3.3.

In conclusion, job design theories have progressively incorporated more comprehensive understandings of how job structures impact employee and organizational outcomes. Modern theories emphasize a balanced approach that considers both organizational efficiency and employee satisfaction, advocating for designs that consider individual differences and promote overall well-being. Also, a wider range of job characteristics (e.g. the social aspects) are considered.

3.2. Core Job Characteristics according to the JCM

The job characteristics theory (JCT) proposed by Hackman and Lawler (1971) was tested with the job characteristics model (JCM) (Hackman & Oldham, 1976). The JCM identifies five core job dimensions: skill variety, task identity, task significance, autonomy, and feedback (Hackman & Oldham, 1976). As mentioned, the job characteristics are suggested to directly influence employee behavior and attitudes. However, an indirect relationship between the core job characteristics via three psychological states and employee outcomes was outlined. Importantly, the core job characteristics according to the JCM (Hackman & Oldham, 1976) can be equated with the task characteristics according to the work design questionnaire (Morgeson & Humphrey, 2006), except for skill variety. Morgeson and Humphrey (2006) stress the importance of separating skill and task variety, since the execution of different tasks is different from using several skills at work. Additionally, within the WDQ the characteristic of autonomy is split into three distinct constructs: work scheduling autonomy, decision-making autonomy, work methods autonomy. However, the thesis will use the original JCM items for elaborating the core job characteristics. Importantly, hypotheses are formulated for only two of the five job

characteristics – for autonomy and skill variety. I claim that these two characteristics are highly relevant across different work environments, making them (among others) the focus of the study's hypotheses. However, all five core job characteristics according to the JCM are explained in the following subchapters.

3.2.1. Autonomy

Autonomy refers to „[t]he degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedure to be used in carrying it out” (Hackman & Oldham, 1976; p. 258). Hackman and Oldham (1976) showed that jobs high in autonomy lead to positive employee outcomes (motivation and satisfaction) by enhancing one's experienced responsibility at work. Astakhova et al. (2024) looked at passion within four occupational groups and found that job autonomy in managerial work resulted in harmonious passion, while all other core job characteristics were associated with obsessive passion. When looking at the results of knowledge workers, they show that autonomy is positively associated with both, harmonious and obsessive passion. These findings show that the effect of autonomy is not the same across all occupational groups and might depend on other factors as well. Research also indicates that the optimal degree of autonomy might not be the same across employees, but might depend on an individual's job and organizational duration (Katz, 1978). Individuals at the beginning of their career might be overwhelmed with too much discretion in their work and might prefer less responsibility for the outcome of the work. Otherwise, maladaptive outcomes of job autonomy are possible, such as stress. Overall, the effect of autonomy on work passion needs to be investigated in more detail due to controversial results. Therefore, the corresponding hypotheses are formulated as follows:

H1a: Jobs with high perceived levels of autonomy are positively associated with experienced harmonious passion.

H1b: Jobs with high perceived levels of autonomy are positively associated with experienced obsessive passion.

3.2.2. Skill Variety

Skill variety refers to “[t]he degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the person” (Hackman & Oldham, 1976; p. 257). Generally, when a job involves a broad mix of tasks, when jobs are designed to include a broad mix of tasks, employees tend to find their work more engaging and motivating (Hackman & Lawler, 1971). The variation in tasks not only adds

interest but also reduces the potential for monotony, a key factor in preventing negative employee outcomes. When employees can use multiple skills and talents, they are likely to experience a greater sense of achievement and meaningfulness. As a result, they are more likely to be intrinsically motivated and satisfied with their job. However, the benefits of skill variety might not be universal and may depend on the nature of the work and the individual's preferences. For example, while some employees thrive in environments where they can utilize a wide range of skills, others may feel overwhelmed by the demands of constantly switching between different tasks. Interestingly, Zaniboni et al. (2013) showed that younger individuals respond more negatively to skill variety than older individuals. In general, skill variety is likely to elicit positive employee outcomes, due to its motivating nature. The hypothesis is formulated as follows:

H2: Jobs with high perceived levels of skill variety are positively associated with experienced harmonious passion.

3.2.3. Task Identity, Task Significance and Feedback from the Job

Task identity refers to „[t]he degree to which the job requires completion of a “whole” and identifiable piece of work; that is, doing a job from beginning to end with a visible outcome” (Hackman & Oldham, 1976; p. 257). The concept of task identity is rooted in the idea that employees derive greater satisfaction and meaning from their work when they can see a clear link between their efforts and the final product or outcome. Completing a whole task from start to finish, rather than contributing just a small part, increases the experienced meaningfulness of the work. When employees are only responsible for small, isolated fractions of an overall task, they can become disconnected and might feel estranged from the broader purpose of their work. For blue-collar workers within a study by Astakhova et al. (2024) task identity was positively related to harmonious passion. In this context, the ability to complete a full, identifiable task allows blue-collar workers to see the tangible results of their work, fostering a sense meaningfulness. This finding might be especially important for blue-collar workers, who are more likely to perform repetitive tasks with rather limited autonomy. Providing workers in these jobs with opportunities to engage in tasks with high task identity might help mitigate the demotivating effects of monotonous work. Offering workers in these roles opportunities to take on tasks with high task identity could help prevent demotivation.

Task significance refers to „[t]he degree to which the job has a substantial impact on the lives or work of other people, whether in the immediate organization or in the external

environment” (Hackman & Oldham, 1976; p. 257). They argue that when employees perceive their work as significant and know how the result of their work contributes internally or externally to the well-being of others, they are also likely to perceive their job as more meaningful. For example, Grant (2007) argues that task significance is a relational job characteristic as well, and not just a motivational one. So, overall, there is evidence that when individuals feel connected to other people (Baumeister & Leary, 1995), or more specifically to have an impact on others' well-being, they are more inclined to perceive their work as more meaningful. So, studies suggest that when employees perceive their tasks as significant, they experience a higher sense of purpose and value in their work, which in turn fosters adaptive employee outcomes (Allan et al., 2018; Grant, 2008).

Feedback refers to „[t]he degree to which carrying out the work activities required by the job results in the individual obtaining direct and clear information about the effectiveness of his or her performance” (Hackman & Oldham, 1976; p. 258). Importantly, this job characteristic differs from *Feedback from Others*, which is explained in section 3.5.4, which refers to a social job characteristic. Here, feedback means that employees are directly aware of the effectiveness of their work activities. Astakhova et al. (2024) show that for nonprofit and knowledge workers feedback from the job was related to harmonious and obsessive passion. For managerial workers it was associated with obsessive passion and for blue-collar workers with harmonious passion, only. Ho et al. (2011) argue that when an employee is dependent on positive feedback to continue doing his or her work, a controlled internalization and consequently obsessive passion can be the outcome. So, feedback from the job helps individuals understand the impact of their work and how well they are performing. However, when feedback becomes the primary source of validation, this can lead to potential challenges. Employees may develop an internally controlling relationship with feedback, resulting in obsessive passion.

3.3. Relational Perspective of Job Design Research

Researchers today agree that jobs are embedded within a social context and cannot be seen and evaluated separately. With context they mean for example interpersonal relationships, connections, and interactions (e.g. Grant & Parker, 2009). So, in today's corporate world, these contextual characteristics pose important job characteristics as well. Morgeson and Humphrey (2006) therefore extended the traditional method of job design measurements (e.g. the JCM by Hackman and Oldham, 1976). As mentioned, they wanted to address their weaknesses by capturing various other than the traditional job characteristics to meet the requirements of

changing jobs and corresponding contexts, due to the shift from manufacturing to service and knowledge economies (Grant & Parker, 2009).

When thinking about most jobs within the knowledge sector, employees do not fulfill their jobs in isolation to other individuals, but rather interdependently. Grant and Parker (2009) suggest two broad perspectives of contemporary job (or work) design research, which incorporate two features of organizational contexts which are increasing in magnitude and complex to handle at the same time: interdependence and uncertainty (Scott & Davis, 2006; Thompson, 1967). As uncertainty increases, crafting formalized job descriptions that outline crucial tasks and behaviors for individual, group, and organizational success becomes more challenging for managers (Griffin et al., 2007). So, Grant and Parker (2009) investigated the relational and proactive perspective of job (work) design theory and research, with each of them being explained in the next paragraph.

The relational perspective in organizational dynamics underscores the significance of interpersonal interactions and interdependencies within the workplace (Grant & Parker, 2009). It highlights the essential role played by collaborative efforts and achieving organizational goals. This perspective recognizes that successful outcomes often depend not only on individual competencies but also on the ability of internal and/or external team members to coordinate and cooperate with one another. In essence, it emphasizes job characteristics focusing on the interconnectedness of individuals within the organizational framework, and external to it, and the impact on employee behavior and the resulting outcomes. Conversely, the proactive perspective deals with how employees proactively engage in shaping their job designs and work environments. Employees aim to e.g. reduce uncertainty and ambiguity within their daily work and therefore proactively engage in reducing the magnitude (Grant & Parker, 2009).

Since the social dimension of a job is of high interest in today's fast-paced and interdependent corporate world, the social characteristics according to the WDQ by Morgeson and Humphrey (2006) are explained within the following section, discussing them through a relational job design lense (Grant & Parker, 2009).

3.4. Social Characteristics according to the WDQ

The social characteristics within the WDQ capture the facets of job design reflecting the embeddedness within a social environment (Morgeson & Humphrey, 2006). The measure includes five social characteristics: social support, initiated interdependence, received interdependence, interaction outside the organization and feedback from others.

3.4.1. Social Support

Employees' perceptions of their work and subsequent outcomes strongly depend on their opportunities to receive social support from others (Morgeson & Humphrey, 2006). Sometimes, employees might need some advice or assistance on how to handle difficult conflicts at work, which must not necessarily be professional but rather personal. Morgeson and Humphrey (2006) also mention the opportunity to create friendships with co-workers (Sims et al., 1976), as being highly valuable for employees. Grant and Parker (2009) propose four perspectives on social support, with the job demands-resources model (JD-R) by Bakker and Demerouti (2007) being of interest within this thesis. Specifically, it is posited that job resources, like social support, independently mitigate disengagement and depersonalization, while job demands heighten emotional exhaustion. So, by decreasing the magnitude of depersonalization and disengagement, social support might enhance employee's well-being and goal attainment (Grant & Parker, 2009). Another perspective, for example, suggests that it is not only important to receive social support per se, but that it makes a difference from whom one receives it. Thus, depending on the source of providing support (e.g. co-worker, supervisor, subordinate, superordinate), this can lead to diverging subsequent effects. Overall, social support clearly has positive effects on employee outcomes. The hypotheses are formulated as follows:

H3: Jobs with high perceived levels of social support are positively associated with experienced harmonious passion.

3.4.2. Interdependence

Generally, interdependence within the job design research refers to the "[c]onnectedness" of jobs to each other" (Morgeson & Humphrey 2006; p. 1324). Since interdependence requires coordination, employee outcomes might differ depending on the mixture of the two. Within the WDQ, the distinction is made between received and initiated interdependence (Morgeson & Humphrey, 2006). Received interdependence refers to a job's dependence on the work from others, whereas initiated interdependence means that other jobs are dependent on one's own work. Grant and Parker (2009) offer four different perspectives on why task interdependence results in varying psychological and behavioral outcomes in employees. One is called the type-contingent perspective, which suggests that the effect is contingent upon which form of task interdependence (initiated or received) occurs. Grant and Parker (2009) as well as Morgeson and Humphrey (2006) mention the model of Kiggundu (1981) in this regard. According to him, initiated interdependence leads employees to feel more responsible for the work of others but can also increase responsibility for one's own work, even more when autonomy is present. This

in turn has subsequent positive effects on work motivation and job satisfaction. This assumption was supported by his study. Conversely, received interdependence is suggested to lead to more maladaptive outcomes, due to the dependence and reliance on the work of others and the decrease in one's own autonomy and scope for responsibility (Kiggundu, 1981). The hypotheses are formulated as follows:

H4a: Jobs with high perceived levels of initiated (received) interdependence are positively associated with experienced harmonious passion.

H4b: Jobs with high perceived levels of initiated (received) interdependence are positively associated with experienced obsessive passion.

3.4.3. Interaction Outside the Organization

According to the WDQ, interaction outside the organization refers to the extent of interaction with individuals external to the own organization, encompassing for example clients, patients, suppliers. Importantly, the interaction does not only refer to dealing with clients, but to any external entity (Morgeson & Humphrey, 2006). Grant and Parker (2009) propose two perspectives on this job characteristic. The first perspective refers to research in emotional labor and burnout. Overall, researchers agree that frequent, direct, and emotionally demanding interactions with entities outside the organization have the tendencies to cause various forms of stress and burnout (Grant & Parker, 2009). Importantly, the individual propensity to suffer from stress or burnout due to an unsuitable amount and form of social interaction outside the organization might depend on personality traits as well. The opposite of this research stream focusing on the costs and negative effects of external interactions is the relational job design perspective. As explained, relational job design research focuses on the relational instead of merely task characteristics of jobs. Grant (2007) suggests it does not only depend on an individual's personality if one cares about the well-being of one's beneficiaries at work, but also on the organizational and work context and claims for example that employees are more likely to perceive their work as impactful when they have regular opportunities for making an impact at all, and by being in contact with their beneficiaries themselves.

So, overall, it might depend on an individual's personality, but also on the work context, whether interaction outside the organization leads to favorable or unfavorable outcomes. However, it must be acknowledged that work design researchers have rather looked at jobs which have a meaningful impact on the lives of other people, whereas this is not the case within emotional labor and burnout research (Grant, 2007). Often employees are not aware how their work contributes to a bigger picture, or who are the actual beneficiaries, in today's rather

fragmented, fast-paced and ever-changing corporate world. Job requirements and beneficiaries might change very often within the knowledge sector for example, making it more difficult for employees to feel connected to them and value their outcomes. The hypotheses are formulated as follows:

H5a: Jobs with high perceived levels of interaction outside the organization are positively associated with experienced harmonious passion.

H5b: Jobs with high perceived levels of interaction outside the organization are positively associated with experienced obsessive passion.

3.4.4. Feedback from Others

Feedback from others as the fifth social characteristic according to the WDQ refers to interpersonal feedback, rather than feedback from the job (Morgeson & Humphrey, 2006). Especially when employees do not get immediate feedback from their work itself, they more heavily rely on getting feedback from superordinate or co-workers. While connecting this social characteristic with a relational work design perspective, Grant (2007) mentions Kluger and DeNisi's (1996) study about the effects of feedback interventions on performance. Overall, they found out that feedback concerning the task itself is more effective in increasing employee's performance, than feedback which is directed to the person itself. Also, when there are concrete goals set and when it refers to rather simple than complex or new tasks, feedback is also more effective in increasing an employee's performance. This seems plausible since feedback about one's work without knowing and referring to the actual goal of it or of certain tasks, probably leaves the employee with many unanswered questions alone. Importantly, the source of feedback might be essential in predicting the subsequent employee consequences as well. Ho et al. (2011) argue that when feedback happens unexpected, employees might feel more competent in doing their job, which can lead to harmonious passion. Astakhova et al. (2024) showed that feedback from others was positively associated with harmonious as well as obsessive passion (via meaningfulness) for knowledge and non-profit workers. For managerial workers, a positive relationship between feedback from others and only obsessive passion has been found. For knowledge and non-profit workers also a positive direct relationship between feedback and harmonious passion has been evidenced. Overall, I suggest that feedback from others within the organization generally leads to adaptive outcomes, especially when employees do not receive direct feedback from their jobs. However, since there is no universal consensus about the effect of feedback from others, and indications about varying outcomes in different

occupational groups and from whom the feedback is given, the hypotheses are formulated as follows:

H6a: Jobs with high perceived levels of feedback from others are positively associated with experienced harmonious passion.

H6b: Jobs with high perceived levels of feedback from others are positively associated with experienced obsessive passion.

3.4.5. Extension: Role Ambiguity

The following characteristic is not included within the WDQ, but I claim that it constitutes an important social characteristic as well. Today, most jobs within the knowledge sector require employees to work with a diverse and changing range of different beneficiaries. Also, concrete goals in terms of performance, which are quantitatively measurable, are often not present. Furthermore, static job descriptions – as they were used a few decades ago – are outdated, one reason being the surge in uncertainty, which might lead to role ambiguity. In the past, job roles and responsibilities were often defined in rigid, detailed terms, with job descriptions serving as fixed outlines of expected duties and responsibilities. These static descriptions provided clarity and consistency but were often slow to adapt to changing circumstances. Today's work environment is marked by constant change and technological advancements, resulting in new tasks and demanding novel skills more frequently. This rapid pace of change introduces a high level of uncertainty and complexity into job roles. As a result, employees frequently encounter situations that are not covered by their static job descriptions, leading to role ambiguity. As a result, employees are unclear about their responsibilities, performance expectations, or how their roles fit within the broader organizational context. Fernet et al. (2013) investigated how job characteristics contribute to burnout. They made use of the JD-R model (Bakker & Demerouti, 2007), which claims that there are two universal characteristics in each job: job demands and job resources. It is suggested that job demands (role overload and ambiguity) might hinder individuals in achieving their goals and are likely to lead to burnout (Fernet et al., 2013). Their results reveal that there is a direct and negative relationship between role ambiguity and perceived competence, as well as an indirect one resulting in a decrease in personal accomplishment. This might be because when employees are not sure what is exactly expected from them, they feel less competent in their actions and consequently have the impression to not have any impact. Consequently, a higher degree of ambiguity might lead employees to more actively engage in uncertainty-reducing behaviors like preventing problems in the first place or emphasizing a greater structure within their work (Grant & Ashford, 2008).

Overall, ambiguity can be seen as a double-edged sword. On the one hand, it is proposed that it has the potential to motivate employees in engaging in proactive behaviors to reduce uncertainty (Grant & Ashford, 2008). On the other hand, role ambiguity poses a risk for stress and consequently burnout, either directly or indirectly due to a decreased sense of competence (Fernet et al., 2013). I claim that employees' dispositional factors (e.g. personality traits, career stage) have a substantial impact on whether an individual perceives role ambiguity as something motivating or internally controlling via perceived competence, leading subsequently to favorable or unfavorable outcomes, respectively. The hypotheses are formulated as follows:

H7a: Jobs with high perceived levels of role ambiguity are negatively associated with experienced harmonious passion.

H7b: Jobs with high perceived levels of role ambiguity are positively associated with experienced obsessive passion.

3.5. Moderating Factors between Job Characteristics and Work Passion

The following part will outline some moderating factors which are suggested to influence the relationship between job characteristics and employee outcomes. These factors are proposed to influence the magnitude of the effect, but should not change the direction of the relationship (Morgeson & Humphrey, 2006). Personality traits (Grant, 2008), growth need strength (Hackman & Oldham, 1976), generational differences (Oldham & Fried, 2016), and career stage (Katz, 1978; Oldham & Fried, 2016; Zaniboni et al., 2013) have been, among others, suggested as potential moderators between job characteristics and employee outcomes. The focus within the thesis will be on the career stage since it can be directly observed by an organization. Thus, concrete actions can be taken to adapt certain job characteristics to an employee's career stage.

The study of Katz (1978) for example shows that the correlation between job characteristics and job satisfaction for employees which work in their job over 15 years are insignificant and converge to zero. However, individuals within their first three months in a new job responded negatively to autonomy and skill variety. They argue that individuals in their early career stages are primarily focused on forming their identity within their new job and gaining acceptance from their colleagues and supervisors. Due to these priorities, they may not yet be ready to effectively respond to more challenging task dimensions, such as skill variety and autonomy. These early career individuals are likely to be more concerned with establishing themselves and being integrated into the workplace culture, which can limit their capacity to engage fully with tasks that require a higher degree of independence and complexity.

Zaniboni et al. (2013) evidenced that younger employees respond more positively to task than skill variety, compared to older individuals. They suggest that younger workers benefit more from task variety as it provides them with opportunities to improve and develop their skills. These younger employees are generally more focused on future goals and advancing their careers, making task variety a key aspect in retaining them at the beginning of their careers. Conversely, they propose that older workers benefit more from skill variety, having already accumulated a broad range of skills. These older employees tend to be more present-oriented and less interested in further career advancement. Consequently, tasks requiring additional energy and effort may not appeal to them as much as they do to younger workers. So, the career stage of individuals might have an influence on how strong the effect of certain job characteristics on employee outcomes (i.e. passion for work) is. Also, there might be a difference which type of passion develops from each characteristic. It is important for organizations to understand how employees respond to job characteristics at different career stages in order to tailor job designs and development opportunities that enhance motivation, satisfaction, and retention across their workforce. Therefore, career stage is considered as moderating factor within the thesis' research model and its effect between certain job characteristics and work passion is tested. The corresponding hypotheses are formulated as follows:

H8a: The positive association between jobs with high perceived levels of autonomy/skill variety and experienced harmonious passion is weaker for individuals in the early career stage compared to those in middle or late career stages.

H8b: The negative association between jobs with high perceived levels of role ambiguity and experienced harmonious passion is stronger for individuals in the early career stage compared to those in middle or late career stages.

3.6. Research Model

The final research model is shown in figure 1 below. “+” indicates a positive relationship with either harmonious or obsessive passion and “-“ indicates a negative one. Job characteristics will be treated as the independent variables. The focus, as already mentioned, will be on a selection of the traditional core job characteristics, according to the JCM (Hackman & Oldham, 1975) and on the social job characteristics, according to the WDQ (Morgeson & Humphrey, 2006). Since career stage is considered as moderator and a difference in magnitude among individuals in their early or late career stages is suggested for at least two of the core job characteristics (autonomy and skill variety), these two are considered within the research

model. However, the focus will be on the social dimension of job design, since these characteristics have not been empirically tested with passion for work yet, to the best of my knowledge. The social job characteristics are of high interest, since some of them have the potential to elicit obsessive passion. Additionally, role ambiguity was added as predictor as well. The dependent variable is passion for work, considered as a multidimensional construct, with harmonious and obsessive passion being measured as separate variables. The hypotheses have been formulated within the previous section.

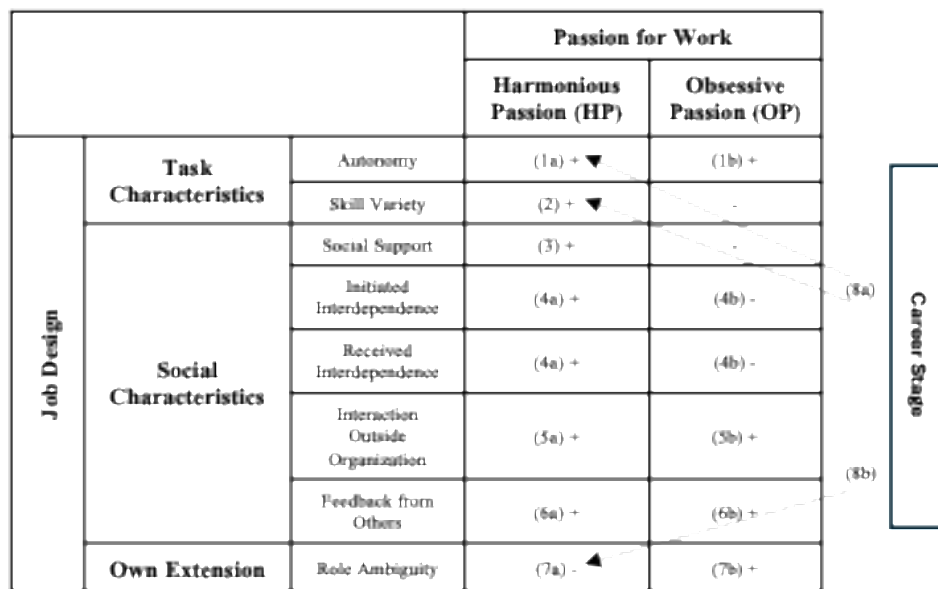


Figure 1: Research Model

4. Methodology

The following section deals with the thesis' methodology. The overall approach for creating the desired knowledge was deduction, thus, to test the stated hypotheses which are grounded in existing theory. More specifically, the approach allowed to analyze the relationships between job characteristics and work passion, for providing empirical evidence and actionable insights for organizations. To generate data for answering the research question, a quantitative research method was chosen. An online survey has been developed by using Qualtrics free version and was online for three weeks, from 21.06.2024 until 12.07.2024. The link to the survey was distributed via social media platforms (WhatsApp, Instagram and LinkedIn) and Email. The target group were employed individuals, which are at least working part-time (20h/week). Instructions about the prerequisite were given in the cover letter, which was shown directly after opening the survey link. The questionnaire was formulated in English. A copy can be found within the Appendix.

In the following subchapter, an overview and explanation of how the variables within the research model are measured is given. A table with the variables and measures can also be found within the Appendix.

4.1. Measures

Unless otherwise specified, all items were measured on a 5-point Likert scale ranging from 1=*strongly disagree (very little; very inaccurate)* to 5=*strongly agree (very much; very accurate)*. The specific items included for each variable can be found in the Appendix. For each measure the Cronbach alpha during scale development is reported. This value is important, since it assesses the scales' reliability, determining whether the items measure the same underlying construct. A common cut-off value for the internal consistency indicator is $\alpha=.70$, indicating an acceptable value (Greco et al., 2018).

Passion For Work was included by using the six-item measure for harmonious and obsessive passion respectively, according to the originally developed passion scale by Vallerand et al. (2003). The scale was, for example, adapted by Carbonneau et al. (2008) for the work domain and is publicly accessible. Therefore, these questions served as the basis for the survey. However, the questions were slightly altered to fit the thesis' requirements. The questions beginning with "My job as a teacher..." were adapted to "My job...". I claim that this adaptation was justified, since the instructions required the respondents to *think about their current job and rate the following statements accordingly*. The Cronbach alpha during the development of the passion scale for HP and OP were $\alpha=.73$ and $\alpha=.85$, respectively (Vallerand

et al., 2003). Sample items are “My job is in harmony with other activities in my life” and “I have difficulties controlling the urge to do my job” for HP and OP, respectively.

Core Job Characteristics were measured using the job diagnostic survey (JDS) by Hackman and Oldham (1975). *Autonomy* and *Skill Variety* are measured with three items each. The Cronbach alphas during the initial JDS development by the authors were $\alpha=.66$ and $\alpha=.71$, respectively. A sample item for autonomy is “The job gives me considerable opportunity for independence and freedom in how I do the work” and “The job requires me to use a number of complex or high-level skills” for skill variety. Hackman and Oldham (1974) argued that – overall – the JDS has satisfactory psychometric characteristics. Importantly it must be noted that for future research it might be highly recommended to use other measures for autonomy (e.g. from the WDQ with Cronbach alphas $\alpha>.80$ for each type of autonomy (Morgeson & Humphrey, 2006). As Taber and Taylor (1990) noted, the problem with the JDS items is their rather low internal consistency reliability. Katz (1978) for example added an additional item for both skill variety and autonomy (among other characteristics) in his studies for increasing reliability.

Social Job Characteristics were measured using the constructs of the work design questionnaire by Morgeson and Humphrey (2006). The corresponding social job characteristics were the following:

Social Support was measured using six items, with a Cronbach alpha of $\alpha=.82$. A sample item is “I have the opportunity to develop close friendships in my job”. *Received and initiated interdependence* was measured by three items each, with consistency values of $\alpha=.84$ and $\alpha=.80$, respectively. Sample items are “My job cannot be done unless others do their work” and “The job requires me to accomplish my job before others complete their job” for received and initiated interdependence, respectively. *Interaction Outside Organization* was included by using a four-item measure ($\alpha=.91$), with a sample item being “The job involves interaction with people who are not members of my organization”. Three items were measuring *Feedback From Others* ($\alpha=.72$), by asking respondents for example “I receive a great deal of information from my manager and coworkers about my job performance” (Morgeson and Humphrey, 2006).

Role Ambiguity was measured by using the six items of the new role stressor scale by Bowling et al. (2017). During their first study for generating the new role ambiguity scale the Cronbach alpha was $\alpha=.91$. A sample item is “I often don’t know what is expected of me at work”.

Career stage was measured by asking respondents about their job level. Researchers engaged in different approaches on how to assess the career stage. For example, in Katz’s (1978) studies

an employee's tenure within the current job as well as organization has been considered, thus focusing on a linear time perspective. Fried et al. (2007) on the other side view career stage as something relativistic (subjective). From this perspective, individuals' choices to delay gratification for future benefits are influenced not only by the value of the anticipated reward but also by their perception of whether the delay is reasonable. This perception is shaped by factors such as occupational norms, career trajectories, and personal attributes like personality and beliefs. Therefore, the thesis measures the career stage as follows. A four-option multiple choice question is used. Entry-level positions refer to jobs with routine tasks, which require close supervision and limited decision-making authority. Examples are assistant, junior analyst or intern. Mid-Level positions consist of specialized tasks and moderate responsibility. Examples are project manager or team leader. Senior-level positions inherit strategic responsibilities and high decision-making authority. Examples are senior manager or department head. Executive-level positions refer to C-level jobs with responsibility for the overall strategy of an organization. The examples of positions were also mentioned within the survey, to help respondents in evaluating their career stage. Entry-level positions are classified into early career stage, mid-level positions into middle career stage and senior and executive level positions into late career stage.

Gender, age, educational background, occupational sector, job level and tenure in current job were considered as *control variables*. Overall, past research suggest that demographic factors influence passion development (Vallerand et al., 2003). Gender is measured with a four-option single choice question (Male/Female/Other/Prefer not to say). To shed light on possible generational differences, age is included as well. Age is measured with a six-option single choice question (18-24 yrs./25-34/35-44/45-54/55-64/65 or older), letting participants select their age range. Also, an individual's educational background might influence job characteristics' impact on work passion. There is evidence that individuals with high growth needs, which might be the case for a person with higher education, respond more favorably to complex jobs (Hackman & Lawler, 1971). Educational background is measured by using a six-option single choice question (compulsory education/apprenticeship/high school/bachelor's degree/master's degree/PhD). Occupational sectors are included to account for contextual differences. Occupational sectors are measured by using a four-option single choice question (knowledge work, blue-collar work, non-profit work and managerial work) (Astakhova et al., 2024). Since tenure might lead to more interesting, better paid jobs with favorable work environments, it is added as a control variable as well. The classification for job tenure is used from Hunt and Saul (1975) (<1 yr./1-2/3-4/5-9/10 yrs. or more).

5. Empirical Results

The following section deals with the empirical results. First, descriptive statistics are shown, to give an indication about the sample balance. Second, the statistical analysis consisting of reliability and regression analysis is demonstrated.

5.1. Descriptive Statistics

There was a total of 198 participants engaging in the survey. However, 68 respondents started with the survey, but did not finish it. Therefore, the final sample consists of 130 respondents. The data was collected in one wave. Since some categories of the categorical variables contained few observations, the ranges were enlarged when appropriate, to mitigate imbalance. For education, compulsory education and apprenticeship were merged, as well as PhD and master's degree, resulting in a total of four instead of six categories. For age, the last two categories (55-64 yrs and 65 or older) were merged (55 or older), resulting in five categories. Lastly, the ranges for job tenure were enlarged the following: <1–2 yrs; 3-9 yrs; 10 yrs or more. The subsequent analyses consider the enlarged ranges.

Of the 130 participants, 76 (58.5%) were female and 54 (41.5%) were male. The gender composition is not balanced, since women are overrepresented. Most of the respondents (50%) were in the age group between 25 and 34 years. There were only ten participants (7.7%) which are between 18 and 24 years old. The third age group (35-44 years) consists of a total of 28 participants (21.5%) and the fourth age group (45-55 years) is made up of 15 participants (11.5%). The fifth age group (55 or older) consists of 12 respondents (9.23%). In figure 2 one can see the frequency distribution of participants by each age group. One can clearly see that the distribution is not very balanced, since most respondents are in the same age group, which might overrepresent attitudes and experiences of these workers.

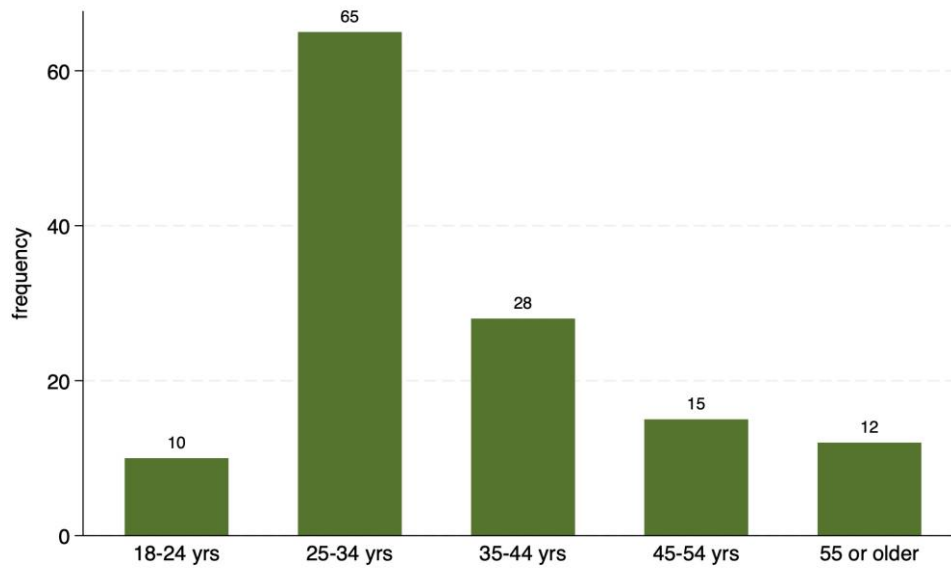


Figure 2: Participants by Age Groups

In figure 3 one can see the share of participants' highest level of education. Overall, 56.15% (73) of all respondents hold a university degree. 26.92% (35) of participants have a high school degree, while only 16.92% (22) engaged in an apprenticeship or in compulsory education. Looking at the share by gender, most participants holding a high school degree were female (77.14% vs. 22.86%), while most bachelor's degrees were held by males (71.43% vs. 28.57%). However, looking at the share of master's and PhD degrees, 76.32% (29) of them were held by females and only 23.68% (9) by males. Summing up, most respondents hold a university degree. Clearly, this sample is not representative of the general population.

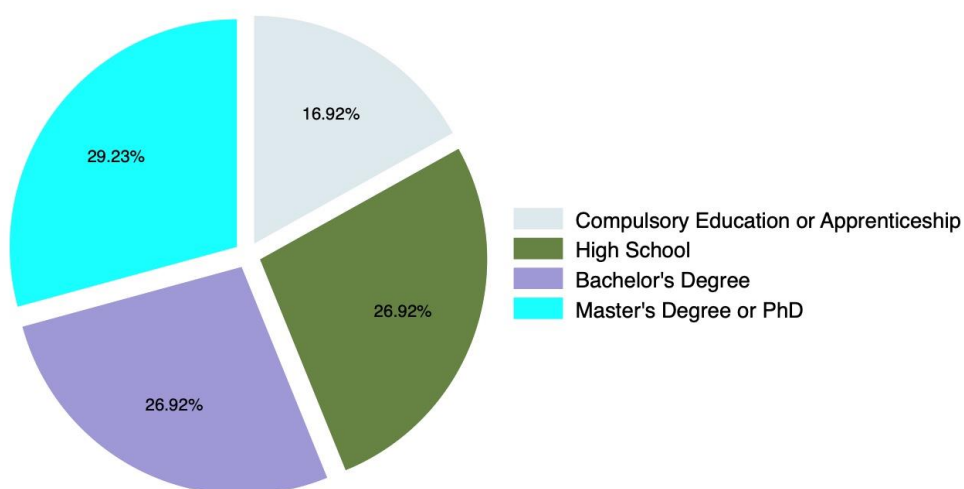


Figure 3: Distribution of Highest Level of Education

Next, participants were asked to indicate which occupational sector best describe their own (figure 4). Most respondents are working in the knowledge sector (43.08%), followed by participants in managerial work (32.31%). Respectively, only 17 (13.08%) and 15 (11.54%) respondents from blue-collar and non-profit sector, took part in the study, resulting in a total of 24.62%. The distribution of this variable is also not highly balanced. Clearly, there are many individuals working in the knowledge sector, and only few in blue-collar and non-profit sector, which underrepresents these occupational sectors. Also, it must be acknowledged that this type of classification for occupational sectors might not be the best, since managerial workers can be present in any of these groups and vice versa.

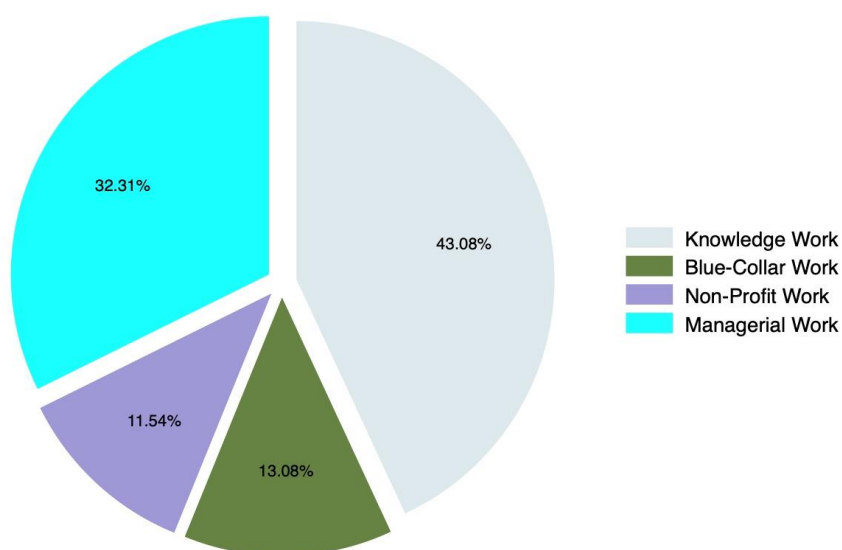


Figure 4: Distribution of Occupational Sectors

In figure 5, the distribution of respondents in each career stage is visualized. The career stage was measured by asking respondents about their job level. 34 participants (26.15%) indicated that they are currently working in entry-level positions, while 74 respondents (56.92%) describe their position as mid-level. Entry-level and mid-level jobs are clustered as early and middle career stage, respectively. 21 participants (16.15%) are working in senior level and only one participant (0.77%) is working in executive level. Senior and executive level positions are merged into late career stage category (16.92%). As one can see from the pie chart, more than 50% of respondents are currently in the middle of their career and only few report being in their late career stage. Thus, the distribution of the moderating variable is not quite balanced, and it might limit the explanatory power of it when doing the statistical analysis.

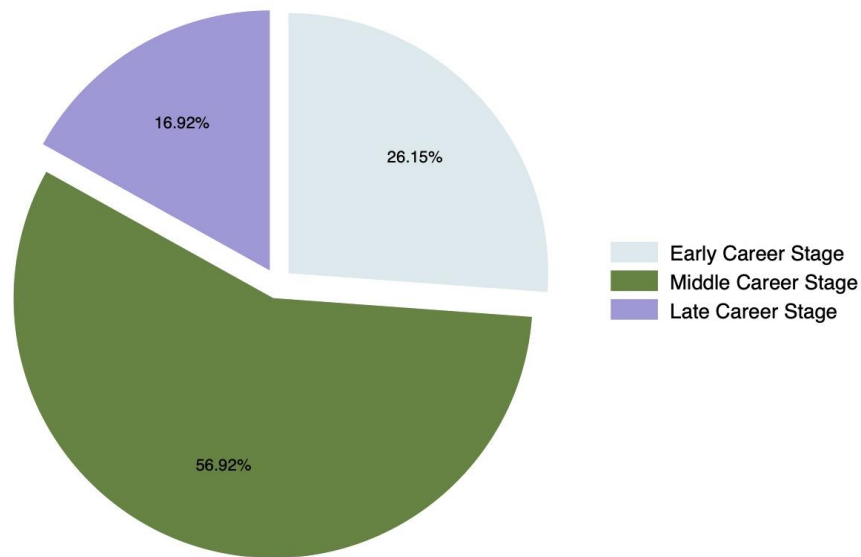


Figure 5: Distribution of Career Stage

In figure 6 below the work experience in participant's current job is shown. 35 participants (26.92%) work ten years or more within their current job. 43 out of 130 (33.08%) have a tenure of less than one year up to two years. 52 participants (40%) have a tenure of 3-9 years. Overall, as already indicated by the career stage, most respondents are already working various years within their current job, indicating that they are not at the very beginning of their careers. Due to the similarity of the two variables within the underlying sample – career stage and work experience – the correlation is investigated within the next section, to ensure suitability of the control variables.

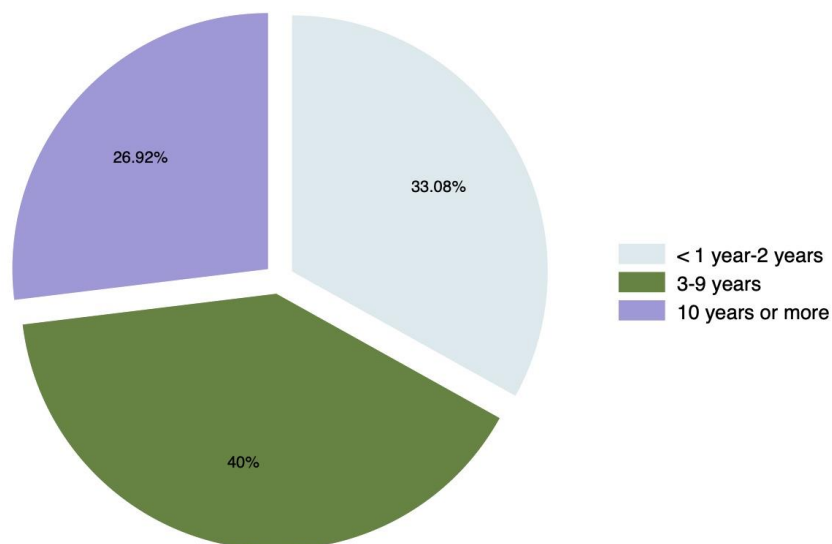


Figure 6: Distribution of Work Experience

5.2. Statistical Analysis

5.2.1. Reliability Analysis

The dependent variable, passion for work, was measured with a total of twelve items, six items for harmonious and obsessive passion, respectively. A composite score for harmonious ($M=3.66$, $SD=0.65$) and obsessive passion ($M=2.14$, $SD=0.73$) was created by using the mean of the corresponding six items. To account for internal consistency reliability, the Cronbach's coefficients were calculated. The same procedures were carried out for the independent variables. All variables were measured on a 5-point Likert scale. The results are shown in table 1 below. All variables, except for autonomy and skill variety, have an acceptable internal consistency reliability ($\alpha > 0.7$) (Greco et al., 2018). The Cronbach's coefficients could be slightly improved by dropping one item each, however, scales with too few items may risk insufficient construct coverage. As mentioned, the problem with the JDS items is the low internal consistency reliability (Taber & Taylor, 1990).

	<i>M</i>	<i>N of Items</i>	<i>SD</i>	<i>Cronbach's Alpha</i>
Harmonious Passion	3.66	6	0.65	0.78
Obsessive Passion	2.14	6	0.73	0.75
Autonomy	3.71	3	0.79	0.59
Skill Variety	3.84	3	0.87	0.67
Social Support	4.00	6	0.54	0.73
Initiated Interdependence	3.26	3	0.93	0.80
Received Interdependence	3.57	3	0.89	0.80
Interaction Outside Organization	3.43	4	1.14	0.90
Feedback from Others	3.88	3	0.91	0.86
Role Ambiguity	2.10	6	0.80	0.88

Table 1: Reliability Analysis Results

To assess if there are any statistically significant associations between the categorical variables, Pearson Chi-squared tests were run. The results are shown in table 2 below.

<i>N=130</i>		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>1. Age</i>	χ^2	520.00						
	<i>df</i>	16						
	<i>p</i>	<.01						
<i>2. Gender</i>	χ^2	1.71	130.00					
	<i>df</i>	4	1					
	<i>p</i>	.79	<.01					
<i>3. Education</i>	χ^2	47.05	24.43	390.00				
	<i>df</i>	12	3	9				
	<i>p</i>	<.01	<.01	<.01				
<i>4. Occupational Sector</i>	χ^2	16.33	4.91	40.46	390.00			
	<i>df</i>	12	3	9	9			
	<i>p</i>	0.18	.18	<.01	<.01			
<i>5. Job Level</i>	χ^2	33.05	4.57	18.42	18.39	390.00		
	<i>df</i>	12	3	9	9	9		
	<i>p</i>	<.01	.21	.03	.03	<.01		
<i>6. Career Stage</i>	χ^2	26.49	3.68	17.14	17.90	260.00	260.00	
	<i>df</i>	8	2	6	6	6	4	
	<i>p</i>	<.01	.16	<.01	<.01	<.01	<.01	
<i>7. Work Experience</i>	χ^2	51.04	9.88	30.87	16.21	29.32	28.19	260
	<i>df</i>	8	2	6	6	6	4	4
	<i>p</i>	<.01	<.01	<.01	<.01	<.01	<.01	<.01

Table 2: Chi-square test of independence between Control Variables

A chi-square test of independence revealed that there is a significant association between age and education, age and job level, age and career stage, and age and work experience. Also, a significant relationship between gender and education and gender and work experience has been revealed. In addition, education was revealed to have a statistically significant association with the following variables: occupational sector, job level, career stage, work experience. Also, there is a significant relationship between occupational sector and job level, career stage and work experience. Lastly, job level was associated with career stage and work experience. Career stage and work experience were also found to be significantly associated, after running a chi-square test.

Looking at the results, it is evident that most of the categorical variables are statistically significantly associated with one another. For instance, age plays a central role, being significantly associated with education, job level, career stage, and work experience. This suggests that age may have a substantial impact across different aspects of an individual's career development and educational attainment. Additionally, gender shows significant associations with both education and work experience, hinting at potential differences in educational paths and career trajectories for males and females. It must be noted that this association might be significant due to the convenience sampling used for this thesis and might be different for other samples. Education itself emerges as a key variable, being significantly related to occupational sector, job level, career stage, and work experience, highlighting its influence on career advancement. The findings also reveal that job level is linked to career stage and work experience. Career advancement and experience are critical factors in achieving higher job levels.

Overall, it might not be advisable to include all the control variables into the research model, due to the stated results of associations. Since career stage is the implied moderator in the model, the variable will be treated as such. The only control variables which are added in the following analysis are age and gender, since job level and work experience measure some kind of career advancement.

Looking at the correlation between harmonious and obsessive passion, results show that they are moderately positively correlated $r(128)=.33, p<.01$. This indicates that they are not mutually exclusive. Also, the correlation between the independent variables was checked and can be found in table 3 below. One can see that some variables are weakly or moderately correlated with each other. For example, autonomy and skill variety are moderately positively correlated. This suggests that jobs offering greater freedom in decision-making also tend to provide a wider range of tasks requiring different skills. Also, social support and role ambiguity are moderately negatively correlated. This might imply that as social support from colleagues and supervisors increases, employees experience less uncertainty about their job responsibilities, suggesting that a supportive work environment may help clarify roles and expectations, thereby reducing confusion. In the next section the variance inflation factor is calculated for assessing multicollinearity, before doing regression analysis.

	1	2	3	4	5	6	7	8
1. <i>Autonomy</i>	1.0000							
2. <i>Skill Variety</i>	0.3578 (p<.01)	1.0000						
3. <i>Social Support</i>	0.2210 (p<.05)	0.2189 (p<.05)	1.0000					
4. <i>Initiated Inter-dependence</i>	0.2133 (p<.05)	0.2857 (p<.01)	0.1891 (p<.05)	1.0000				
5. <i>Received Inter-dependence</i>	0.0849 (p=.34)	0.1951 (p<.05)	0.1202 (p=.17)	0.4390 (p<.01)	1.0000			
6. <i>Interaction Outside the Organization</i>	-0.0080 (p=.92)	0.1394 (p=.11)	-0.0019 (p=.98)	0.0334 (p=.71)	0.0801 (p=.37)	1.0000		
7. <i>Feedback from Others</i>	0.2894 (p<.01)	0.2052 (p<.05)	0.4636 (p<.01)	0.1532 (p<.05)	0.1449 (p=.10)	-0.0103 (p=.91)	1.0000	
8. <i>Role Ambiguity</i>	-0.0350 (p=.69)	-0.1354 (p=.12)	-0.3255 (p<.01)	-0.1801 (p<.05)	-0.1358 (p=.12)	0.0473 (p=.59)	-0.3896 (p<.01)	1.0000

Table 3: Correlations between Independent Variables

5.2.2. Regression Analysis

For hypothesis testing, multivariate regression analysis was conducted. First, it has been checked if there is a statistically significant relationship with the dependent variables – harmonious and obsessive passion – and the control variables. The results in table 4 show, that individuals in the age group 45-54 years are significantly less obsessively passionate than individuals in the baseline category (18-24 yrs), $R^2=.05$, $F(5, 124)=1.25$, $p<.05$. No further association between the dependent and control variables has been observed. This confirms that the control variables overall do not have a huge explanatory power within the research model. Still, age and gender will be included in subsequent analysis.

	Harmonious Passion	Obsessive Passion
Age Group		
18-24 yrs	0 (base)	0 (base)
25-34 yrs	-0.072 (0.220)	-0.361 (0.246)
35-44 yrs	-0.004 (0.238)	-0.346 (0.266)
45-54 yrs	-0.162 (0.264)	-0.634 *
55 or older	0.341 (0.277)	-0.104 (0.310)
Gender		
Female	0 (base)	0 (base)
Male	0.157 (0.116)	0.052 (0.130)
Intercept	3.621 ** (0.212)	2.457 ** (0.238)
Number of observations	130	130
F-Test	1.39	1.25
R ²	0.0532	0.0481

** p<.01, * p<.05

Table 4: Regression Analysis Dependent and Control Variables

For testing the proposed relationship between the job characteristics and harmonious passion, multivariate regression analysis was conducted, including age and gender as control variables. First, the requirements for regression analysis were checked. The variance inflation factor was 1.81, thus inconspicuous. Checking for heteroskedasticity a Breusch-Pagan test has been run. Results show that the variance is constant, so the model does not suffer from heteroskedasticity. For detecting potential outliers, the cook's distances were measured. All data points show values below 1, so the regression model is not likely to be influenced by any single data point.

The results of the multivariate regression analysis are shown in table 5 below, $R^2 = .38$, $F(13, 116)=5.46$. Both skill variety ($\beta=.18$, $t(116)=2.87$, $p<.01$) and feedback from others ($\beta=.20$, $t(116)=3.09$, $p<.01$) show positive and statistically significant associations with harmonious passion. Thus, jobs with high perceived levels of skill variety (feedback from others) are positively associated with experienced harmonious passion. No statistically significant effects of other job characteristics on the dependent variable can be observed within the research model. Also, no effect of the control variables on harmonious passion is visible. **Thus, hypothesis 2 and hypothesis 6a are supported.** H1a, H3, H4a, H5a, H7a cannot be supported.

	Harmonious Passion	
Autonomy	0.102 (0.068)	
Skill Variety	0.183 (0.064)	**
Social Support	0.174 (0.106)	
Initiated Interdependence	-0.005 (0.060)	
Received Interdependence	-0.032 (0.060)	
Interaction Outside the Organization	0.013 (0.043)	
Feedback from Others	0.202 (0.065)	**
Role Ambiguity	-0.076 (0.070)	
Age Group		
18-24 yrs	0 (base)	
25-34 yrs	-0.293 (0.190)	
35-44 yrs	-0.171 (0.205)	
45-54 yrs	-0.228 (0.227)	
55 or older	0.154 (0.242)	
Gender		
Female	0 (base)	
Male	0.072 (0.101)	
Intercept	1.624 (0.556)	**
Number of observations	130	

** p<.01, * p<.05

Table 5: Regression Analysis Harmonious Passion

For testing the proposed relationship between the job characteristics and obsessive passion, the same procedure as for harmonious passion is done. First, the requirements for regression analysis were checked. The variance inflation factor as well as the cook's distances were both inconspicuous. Checking for heteroskedasticity a Breusch-Pagan test has been run. Results show that the variance is not constant, so the model suffers from heteroskedasticity. Therefore, robust regression analysis is used for subsequent analysis. Therefore, no comments on the R^2 can be given. The regression results ($F(13, 116)=1.40$) are shown in table 6 below and reveal that the relationship between role ambiguity and obsessive passion is positive and statistically significant ($\beta=.23$, $t(116)=2.49$, $p< .05$). The same association is found for feedback from others and obsessive passion ($\beta=.18$, $t(116)=2.03$, $p< .05$). No significant effects of other job characteristics or the control variables on the dependent variable can be observed within the research model. Overall, results show that jobs with high perceived levels of feedback from others (role ambiguity) are positively associated with obsessive passion. **Thus, hypothesis 6b and hypothesis 7b can be supported.** H1b, H4b, H5b cannot be accepted.

	Obsessive Passion
Autonomy	-0.025 (0.092)
Skill Variety	0.077 (0.086)
Social Support	0.053 (0.143)
Initiated Interdependence	0.039 (0.081)
Received Interdependence	0.062 (0.081)
Interaction Outside the Organization	0.062 (0.059)
Feedback from Others	0.179 *
Role Ambiguity	0.234 *
	(0.094)
Age Group	
18-24 yrs	0 (base)
25-34 yrs	-0.268 (0.256)
35-44 yrs	-0.212 (0.277)
45-54 yrs	-0.410 (0.306)
55 or older	0.179 (0.327)
Gender	
Female	0 (base)
Male	0.036 (0.136)
Intercept	0.254 (0.750)
Number of observations	130

** p<.01, * p<.05

Table 6: Regression Analysis Obsessive Passion

Next, moderation regression analysis is run. Hypothesis 8a states that the positive association between jobs with high perceived levels of autonomy/skill variety and experienced harmonious passion is weaker for individuals in the early career stage compared to those in middle or late career stages. The results are shown in table 7 on the next page. In the first column one can see the interaction effect of career stage and autonomy on harmonious passion and in the second one the interaction effect of career stage and skill variety. As shown within the previous regression results, the direct relationship between autonomy and HP is non-significant, whereas the relationship between skill variety (feedback from others) and HP is positive and statistically significant, in both models (1st column: $\beta=.21$ (.20), $t(112)=3.25$ (3.07), $R^2=0.41$, $F(17, 112)=4.55$, $p<.05$, 2nd column: $\beta=.25$ (.19), $t(112)=2.37$ (2.94), $R^2=0.41$, $F(17, 112)=4.66$, $p<.05$). However, moderated regression analysis shows that the impact of autonomy or skill variety on harmonious passion does not differ from middle and late career stage to early career stage. Thus, hypothesis 8a is not accepted.

	Harmonious Passion		Harmonious Passion
Age Group			
18-24 yrs	0 (base)		0 (base)
25-34 yrs	-0.190 (0.195)		-0.194 (0.194)
35-44 yrs	-0.004 (0.220)		-0.008 (0.218)
45-54 yrs	-0.059 (0.242)		-0.073 (0.241)
55 or older	0.297 (0.256)		0.333 (0.255)
Gender			
Female	0 (base)		0 (base)
Male	0.103 (0.101)		0.088 (0.101)
Skill Variety	0.211 ** (0.065)		0.253 * (0.106)
Social Support	0.200 (0.106)		0.200 (0.106)
Initiated Interdependence	-0.005 (0.060)		0.007 (0.060)
Received Interdependence	-0.038 (0.060)		-0.046 (0.061)
Interaction Outside the Organization	0.021 (0.044)		0.029 (0.044)
Feedback from Others	0.200 ** (0.065)		0.193 ** (0.066)
Role Ambiguity	-0.055 (0.070)		-0.059 (0.071)
Autonomy	0.123 (0.123)		0.107 (0.068)
Career Stage			
Early	0 (base)		0 (base)
Middle	-0.029 (0.533)		0.124 (0.487)
Late	-0.739 (0.751)		-1.227 (1.014)
Career Stage # Autonomy			
Early	0 (base)		
Middle	-0.061 (0.144)		
Late	0.110 (0.191)		
Career Stage # Skill Variety			
Early			0 (base)
Middle			-0.102 (0.131)
Late			0.208 (0.240)
Intercept	1.355 * (0.661)		1.268 * (0.621)
Number of observations	130		130

** p<.01, * p<.05

Table 7: Moderation Analysis Autonomy and Skill Variety

Hypothesis 8b states that the negative association between jobs with high perceived levels of role ambiguity and experienced harmonious passion is stronger for individuals in the early career stage compared to those in middle or late career stages. As shown in table 6, the association between role ambiguity and harmonious passion is negative and statistically insignificant. However, as also shown in table 8 below, there is a statistically significant difference in how role ambiguity affects harmonious passion in late career stage, compared to early career stage ($\beta=.48$, $t(112)=2.36$, $R^2=0.43$, $F(17, 112)=5.01$, $p<.01$). In fact, the interaction is positive, suggesting that for employees in the late career stage, the effect of role ambiguity on harmonious passion is more positive than it is for individuals in early career stage. Therefore, hypothesis 8b cannot be supported.

	Harmonious Passion	
Age Group		
18-24 yrs	0 (base)	
25-34 yrs	-0.231 (0.192)	
35-44 yrs	-0.059 (0.216)	
45-54 yrs	-0.099 (0.238)	
55 or older	0.303 (0.250)	
Gender		
Female	0 (base)	
Male	0.110 (0.100)	
Autonomy	0.117 (0.067)	
Skill Variety	0.216 (0.064)	**
Social Support	0.219 (0.104)	*
Initiated Interdependence	-0.021 (0.060)	
Received Interdependence	-0.020 (0.061)	
Interaction Outside the Organization	0.021 (0.043)	
Feedback from Others	0.165 (0.066)	*
Role Ambiguity	-0.284 (0.154)	
Career Stage		
Early	0 (base)	
Middle	-0.655 (0.361)	
Late	-1.263 (0.447)	**
Career Stage # Role Ambiguity		
Early	0 (base)	
Middle	0.202 (0.166)	
Late	0.479 (0.203)	*
Intercept	1.875 (0.629)	**
Number of observations	130	

** p<.01, * p<.05

Table 8: Moderation Analysis Role Ambiguity

6. Discussion

The following part deals with discussing the results of the statistical analysis by referring them to theory. The statistically significant relationships are highlighted in dark grey in figure 7 below. Considering the effects of job characteristics on harmonious passion, results show that jobs which rank high in skill variety ($\beta=.18$, $t(116)=2.87$, $p<.01$) and feedback from others ($\beta=.20$, $t(116)=3.09$, $p<.01$) are positively related to harmonious passion. No statistically significant association in the model was found between autonomy, social support, initiated and received interdependence, interaction outside the organization, role ambiguity and harmonious passion. Obsessive passion was evidenced to be significantly influenced by feedback from others ($\beta=.18$, $t(116)=2.03$, $p<.05$) and role ambiguity ($\beta=.23$, $t(116)=2.49$, $p<.05$). Both job characteristics have a positive association with obsessive passion ($F(13, 116)=1.40$, $p<.05$). No statistically significant relationship was found between autonomy, skill variety, social support, initiated and received interdependence, interaction outside the organization and obsessive passion. Furthermore, no statistically relevant results relating to the moderation effect of career stage between job characteristics and work passion were found. significant.

			Passion for Work	
			Harmonious Passion (HP)	Obsessive Passion (OP)
Job Design	Task Characteristics	Autonomy	(1a) +	(1b) +
		Skill Variety	(2) +	
	Social Characteristics	Social Support	(3) +	
		Initiated Interdependence	(4a) +	(4b) -
		Received Interdependence	(4a) +	(4b) -
		Interaction Outside Organization	(5a) +	(5b) +
		Feedback from Others	(6a) +	(6b) +
	Own Extension	Role Ambiguity	(7a) +	(7b) +

Career Stage

Figure 7: Research Model with Highlighted Relationships

The insignificant relationship between autonomy and harmonious passion in the research model was surprising, since existing literature suggests that autonomy at work has the potential to elicit harmonious passion (e.g. Astakhova et al., 2024). Autonomy within the workplace refers to having the opportunity to decide when and how to do one's work (Hackman & Oldham, 1976). At first glance, it might seem logical that discretion in deciding, and freedom

leads to adaptive outcomes. More autonomy makes employees feel more responsible and consequently also more competent in carrying out their job. However, compared to the other job characteristics within the research model, autonomy might not directly influence harmonious passion as strongly. One possible explanation is that while autonomy is generally associated with positive employee outcomes, its effect on harmonious passion could be more complex. Looking at the moderating effect of career stage between autonomy and harmonious passion, no difference could be observed between early, middle and late career stage. Also, no statistically significant effect of autonomy on obsessive passion was found within the research model. Overall, the results of this thesis suggest that autonomy might not directly influence harmonious or obsessive passion as strongly as expected, particularly when considered alongside other job characteristics in the research model.

The positive impact of skill variety on harmonious passion is in line with existing literature. Already Herzberg (1969) assumed that engaging in a diverse set of activities makes employees being more interested and invested within their work. Skill variety might not only prevent monotony at work, but also gives employees the opportunity to deepen their skills in certain tasks (Hackman & Oldham, 1976). Zaniboni et al. (2013) evidenced that younger persons respond more negatively to skill variety than older ones. However, this assumption could not be confirmed within the thesis. This might imply that there could be various personal factors influencing the outcomes of skill variety on passion. Overall, the thesis shows that jobs which rank high in skill variety, allow employees to be harmoniously passionate.

As stated in chapter 3.4.1, jobs which rank high in social support are suggested leading to adaptive employee outcomes, in this case harmonious passion. Receiving social support from others at work and to have someone to ask for advice in adverse situations, is important for employees. As stated by Grant and Parker (2009) social support clearly increases well-being. However, as shown in table 3, no statistically significant association between social support and harmonious passion was found, when testing the research model. This might be driven by various reasons. The interplay between social support and other job characteristics should be considered when interpreting the insignificant association between social support and harmonious passion. In work environments where other key job characteristics rank high - such as skill variety and feedback from others - the unique contribution of social support might be overshadowed. When employees experience these characteristics in their job at high levels, they might already feel sufficiently motivated, reducing the relative importance of social support in eliciting harmonious passion. Additionally, the interplay between social support and other job characteristics could depend on the specific context of the work environment and the

nature of the tasks performed. This variation in job context and demands can further explain why the impact of social support on harmonious passion was not significant in this study.

Next, the job characteristic *interdependence* was investigated in the study. Since different types of interdependence require different forms of coordination, divergent downstream effects are assumed (Grant & Parker, 2009). Investigating the effect of both initiated and received interdependence on the two types of passion, no statistically significant relationships could be observed. These results might have various reasons. One possible explanation for the lack of significant relationships could be the complexity inherent in interdependence itself. The way individuals perceive and engage with interdependence at work can vary greatly, which might dilute the observable effects on passion. Also, in a fast-paced and complex corporate world, it is sometimes hard to say whether this interdependence is received or initiated. It might also be the case that different magnitudes of interdependence lead to other employee outcomes, like e.g. employee engagement. Additionally, the impact of interdependence might differ significantly across various contexts or organizational environments, leading to inconsistent patterns that do not easily translate into significant statistical results. Overall, the examination of the relationship between the two types of interdependence on passion is still valuable and in future research a more fine-grained analysis might be interesting.

As with the job characteristic of interdependence, no statistically significant effect of interaction outside the organization on neither harmonious nor obsessive passion could be observed. Generally, there are two views as outlined in chapter 3.5.3., on the effects of interaction with a diverse range of external stakeholders. One perspective emphasizes the predominant maladaptive outcomes, due to emotional exhaustion after intense social interactions (Grant & Parker, 2009). The other perspective emphasizes the positive outcomes of regular interactions with beneficiaries of one's work (Grant, 2007). The results of the study might have various reasons. It could be that interaction outside the organization elicits other employee outcomes than passion for work. As with the results for social support, one key explanation for the lack of significant relationships might be the presence of other job characteristics included in the research model, which could overshadow the impact of interdependence.

In line with existing literature, feedback from others is a double-edged sword. The thesis' results show that jobs which give employees the opportunity to receive feedback from e.g. colleagues or supervisors, elicit both harmonious ($\beta=.20$, $t(116)=3.09$, $p<.01$) and

obsessive passion ($\beta=.18$, $t(116)=2.03$, $p<.05$). So, there are obviously still other factors explaining this relationship. The source of feedback as well as for example the context in which feedback is given, might play an important role. As Ho et al. (2011) mention, positive feedback which happens unexpected, thus outside of performance reviews, is likely to make the employee feel more competent. This might seem logical, because when feedback occurs in a more informal and spontaneous way, it can be seen as genuine, reinforcing an individual's sense of mastery and competence and consequently eliciting harmonious passion. Also, the source of the feedback might play an important role. Feedback from different sources—whether it's from a direct supervisor or colleagues—can have varying impacts on how employees internalize and respond to it. For instance, feedback from supervisors might have more weight due to their authority level, potentially leading to a stronger sense of responsibility and accountability. In contrast, feedback from colleagues may be perceived as more supportive and collaborative, without feeling the urge to directly change something. These explanations might influence whether feedback contributes more to harmonious or obsessive passion. Additionally, the way how feedback is provided can significantly influence its effects (Grant & Parker, 2009). For example, constructive feedback delivered with empathy and a focus on the tasks themselves, might be more likely to elicit harmonious passion, as it encourages employees to improve while feeling supported. In contrast, critical or negative feedback, which is rather directed to the person than to the tasks, might increase maladaptive feelings or fear of failure, contributing to obsessive passion. Lastly, as Grant et al. (2011) mentions, knowledge workers who might not get direct feedback from the job, more heavily rely on interpersonal feedback from others.

The thesis claimed that role ambiguity is a valuable social job characteristic as well. Consistent with existing literature (Fernet et al., 2013), the thesis' results show that jobs which rank high in role ambiguity, negatively affect employee outcomes. Role ambiguity was positively and statistically significant related to obsessive passion ($\beta=.23$, $t(116)=2.49$, $p<.05$). Employees who do not know what is exactly expected from them in certain tasks or projects, might feel less competent. This reduced sense of competence has important downstream effects. When employees struggle to grasp their responsibilities or performance expectations, they often engage in ambiguity-reducing behaviors to regain a sense of control and competence (Grant & Ashford, 2008). These behaviors might include investing excessive time and effort in ensuring that they are meeting expectations. While these strategies might help in the short term, they often come at a significant cost in the future. The increased energy expenditure required to navigate role ambiguity can shift employees' motivation from being intrinsically driven to being controlled by external contingencies. In other words, the continuous effort to overcome

ambiguity and meet unclear standards can lead to a state of internal tension where employees feel the urge to prove themselves. This is where obsessive passion might start to emerge. Obsessive passion is characterized by a rigid attachment to work, driven by an internal pressure to meet expectations, even when doing so negatively impacts personal well-being. Employees experiencing obsessive passion may feel the urge to keep working despite feeling overwhelmed, resulting in a cycle of stress, even though they strongly like or even love their job. Importantly, role ambiguity doesn't just affect individual outcomes but can also negatively influence team dynamics and overall organizational performance.

Summing up, the statistical analysis examined the effects of job characteristics on harmonious and obsessive passion, revealing that jobs with high skill variety and feedback from others positively relate to harmonious passion, while feedback from others and role ambiguity are positively associated with obsessive passion. Contrary to expectations, no significant relationship was found between autonomy, social support, received and initiated interdependence, interaction outside the organization, and either form of passion. Also, the proposed moderating effect of career stage between job characteristics and work passion was insignificant. Overall, while certain job characteristics clearly influence passion, the interplay between them might be complex and further research is needed to understand the underlying mechanisms.

6.1. Theoretical Contributions

The master thesis contributes to the passion and job design literature. First, the thesis outlines in detail the distinction to other constructs, which are very similar to passion, to validate its empirical significance. Importantly, the thesis looks at the passion construct from a multidimensional perspective (according to the DMP; Vallerand et al., 2003), rather than a unidimensional one. This is a distinguishable feature of my master thesis, since studies mostly focused on harmonious instead of obsessive passion. The job design literature was theoretically examined as well within the thesis. In more detail, the traditional perspective of job design research as well as the relational perspective (Grant, 2007; Grant & Parker, 2009) were introduced. The focus was on the relational view, discussing the social job characteristics according to the Work Design Questionnaire (Morgeson & Humphrey, 2006). The examination of each social job characteristic and its association with passion is a third valuable theoretical contribution. Each social job characteristic, and two of the traditional ones (according to the JCM; Hackman & Lawler, 1971), were theoretically examined whether it is more likely to elicit harmonious or obsessive passion. Additionally, role ambiguity was included as one potential social job characteristic. The thesis also introduced the career stage as a potential moderator

between certain job characteristics and passion for work. Importantly, moderating factors between job characteristics and employee outcomes are likely to influence the magnitude of the relationship, but not the direction (Morgeson & Humphrey, 2006).

Answering the underlying research question - *How does job design affect employee passion? Specifically, how do autonomy/skill variety/social support/interaction outside the organization/received and initiated interdependence/feedback from others and role ambiguity contribute to passion for work?* – one can say that some results of the direct relationship between job design and passion are consistent with the literature presented within the thesis, as already mentioned. According to the JCM (Hackman & Oldham, 1976), jobs which rank high in core job characteristics, directly influence employee attitudes and behavior (motivation and satisfaction). The master thesis shows that skill variety is positively linked to harmonious passion. When it comes to the social job characteristics according to the WDQ (Morgeson & Humphrey, 2006), it is evidenced in the literature that task and knowledge characteristics are positively related to job satisfaction and that social job characteristics can increase employee's job satisfaction even more. As hypothesized, the master thesis shows that feedback from others has the potential to elicit both harmonious and obsessive passion. Also, results reveal that role ambiguity can significantly impact an individuals' obsessive passion.

Answering the second research question - *Does the career stage moderate the direct relationship between autonomy/skill variety/role ambiguity and harmonious passion?* – one can say that there might be more relevant moderating factors for future research. Although no significant moderating effect of career stage on the relationship between job characteristics and harmonious passion was identified, this result still provides a valuable contribution. It highlights the importance of exploring alternative variables that may influence this relationship, while also refining the understanding of the role that career stage plays (or does not play) in the stated relationship.

6.2. Practical Implications

For promoting harmonious passion and mitigating obsessive passion within the workplace to elicit favorable employee outcomes, organizations can implement various measures. Skill variety can be encouraged by making sure that employees do not only fulfill a diverse range of tasks, but that they are able to use certain skills in-depth, which refers to job enrichment rather than job enlargement. Additionally, one could allow employees to take on responsibilities on a voluntary basis beyond their actual job description, to promote skill development in novel subject areas.

Feedback from others is double-edged, meaning that it is not only important to get feedback at all, but also from whom and how the feedback is given. First, organizations are well advised to implement a structured feedback system with regular performance reviews from one's superordinate. Importantly, feedback should be directed to one's work performance, rather than to the person itself. Also, 360-degree feedback might be a valuable measure which can provide diverse perspectives, helps employees grow and gives subordinates the possibility to give feedback as well, and not only receiving feedback. Since ambiguous role specifications have the potential to elicit obsessive passion, organizations should try to clearly outline roles, corresponding responsibilities and expectations. Of course, in today's fast-paced corporate world, static job descriptions are rather outdated. However, employees need at least some kind of structure and stability, to know what is expected from them within a certain role. Additionally, developing and communicating standard operating procedures for common tasks and processes reduce ambiguity and serve as a guidance for employees in doing their work.

Overall, there are various measures organizations can undertake to promote harmonious passion and to mitigate obsessive passion. However, a trade-off between benefits and costs needs to be made and on average firms might need to design their jobs for the average employee.

6.3. Limitations and Future Research Possibilities

There are three major limitations within this master's thesis. First, since the dataset is cross-sectional, no conclusions about how passion might change over time can be drawn. For future research it might be valuable to test the hypotheses using a longitudinal research design, to examine whether the results can be replicated. Also, it might be interesting to compare job designs between organizations or departments. Second, a convenience sample was used, meaning that participants are chosen based on their availability and willingness to take part in the study. Since the sample is not quite balanced, it might be valuable to have a more diverse set of participants in future studies. As shown in section 5.1, the share of participants holding a university degree is over 50% within the sample. Also, most participants are in the same age group (25-34 yrs) and the female share within the sample is 58.5%. Also, future research could investigate the initial development of passion within the work domain. Third, although some results in the study can be interpreted as causal in nature, no final conclusions about causality can be drawn. Future research should be concerned with experimental designs to test the robustness of the research model. Fourth, the internal consistency reliability measure for autonomy and skill variety were not satisfactory. In future studies, other measures for these variables should be used. Lastly, in the future it might be also interesting to investigate the

relationship between other job characteristics and work passion, and to include other moderating factors than the career stage into the research model.

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Appendix

List of Variables and Measures

						Source
Autonomy	Think about your current job and rate the following statement accordingly:					(Hackman & Oldham, 1974)
How much autonomy is there in your job? That is, to what extend does your job permit you to decide <u>on your own</u> how to go about doing the work?	1=Very little; the job gives me almost no “say” about how and when the work is done.	2	3=Moderate autonomy; many things are standardized and not under my control, but I can make some decisions about the work.	4	5=Very much; the job gives me almost complete responsibility for deciding how and when the work is done.	
How accurate is the statement in describing your job?						
The job gives me considerable opportunity for independence and freedom in how I do the work.	1=Very inaccurate	2	3=Uncertain	4	5=Very Accurate	
The job denies me any chance to use my personal initiative or judgement in carrying out the work. (R)						
Skill Variety	Think about your current job and rate the following statement accordingly:					
How much variety is there in your job? That is, to what extend does the job require you to do	1=Very little; the job requires me to do the same	2	3=Moderate variety	4	5=Very much; the job requires me to do many different	

many different things at work, using a variety of your skills and talents?	routine things over and over again.				things, using a number of different skills and talents.	
	How accurate is the statement in describing your job?					
The job requires me to use a number of complex or high-level skills.	1=Very inaccurate	2	3=Uncertain	4	5=Very Accurate	
The job is quite simple and repetitive. (R)						
Social Support	Think about your current job and rate the following statements accordingly:					
I have the opportunity to develop close friendships in my job.	1=Strongly disagree	Disagree	Neither agree nor disagree	Agree	5=Strongly agree	(Morgeson & Humphrey, 2006)
I have the chance in my job to get to know other people.						
I have the opportunity to meet with others in my work.						
My supervisor is concerned about the welfare of the people that work for him/her.						
People I work with take a personal interest in me.						
People I work with are friendly.						
Initiated Interdependence	Think about your current job and rate the following statements accordingly:					
The job requires me to accomplish my job before						

others complete their job.	1=Strongly disagree	Disagree	Neither agree nor disagree	Agree	5=Strongly agree	
Other jobs depend directly on my job.						
Unless my job gets done, other jobs cannot be completed.						
Received Interdependence	Think about your current job and rate the following statements accordingly:					
The job activities are greatly affected by the work of other people.	1=Strongly disagree	Disagree	Neither agree nor disagree	Agree	5=Strongly agree	
The job depends on the work of many different people for its completion.						
My job cannot be done unless others do their work.						
Interaction Outside the Organization	Think about your current job and rate the following statements accordingly:					
The job requires spending a great deal of time with people outside my organization.	1=Strongly disagree	Disagree	Neither agree nor disagree	Agree	5=Strongly agree	
The job involves interaction with people who are not members of my organization.						
On the job, I frequently communicate with people who do not work for the same organization as I do.						

The job involves a great deal of interaction with people outside my organization.						
Feedback from Others	Think about your current job and rate the following statements accordingly:					
I receive a great deal of information from my manager and coworkers about my job performance.	1=Strongly disagree	Disagree	Neither agree nor disagree	Agree	5=Strongly agree	
Other people in the organization, such as managers and coworkers, provide information about the effectiveness (e.g., quality and quantity) of my job performance.						
I receive feedback on my performance from other people in my organization (such as my manager or coworkers).						
Role Ambiguity	Think about your current job and rate the following statements accordingly:					(Bowling et al., 2017)
I am not sure what is expected of me at work.	1=Strongly disagree	Disagree	Neither agree nor disagree	Agree	5=Strongly agree	
The requirements of my job aren't always clear.						
I often don't know what is expected of me at work.						

I know everything that I am expected to do at work with certainty. (R)						
My job duties are clearly defined. (R)						
I know what I am required to do for every aspect of my job. (R)						
Passion for Work	Think about your current job and rate the following statements accordingly:					
<i>Harmonious Passion</i>						
My job is in harmony with the other activities in my life.	1=Strongly disagree	Disagree	Neither agree nor disagree	Agree	5=Strongly agree	(Carbonneau et al., 2008; Vallerand et al., 2003)
The new things that I discover doing my job allow me to appreciate it even more.						
My job reflects the qualities I like about myself.						
My job allows me to live a variety of experiences.						
My job is well integrated in my life.						
My job is in harmony with other things that are part of me.						
<i>Obsessive Passion</i>						
I have difficulties controlling the						

urge to do my job.	1=Strongly disagree	Disagree	Neither agree nor disagree	Agree	5=Strongly agree	
I have almost an obsessive feeling for my job.						
My job is the only thing that really turns me on.						
If I could, I would only do my job.						
My job is so exciting that I sometimes lose control over it.						
I have the impression that my job controls me.						

Table 9: Variables and Measures

Literature Search Terms

The first search consisted of the following terms:

TITLE-ABS-KEY ("job design" OR "job characteristics" OR "work design" OR "work characteristics") AND TITLE-ABS-KEY ("passion") AND (LIMIT-TO (PUBSTAGE , "final") AND (LIMIT-TO (LANGUAGE , "English"))

The search was limited to final publication stage since preprints must not be included. Only 22 documents have been found; however, while initially reading through a few abstracts they seemed appropriate. Since 22 results are limited, I extended the first search by adding *well-being* as a keyword. The results revealed nearly 1000 documents, however, the focus shifted to well-being, rather than passion. Therefore, well-being was discarded as a keyword. After reading the 22 abstracts, eight have been saved to the final literature list.

The second search consisted of the following terms:

TITLE-ABS-KEY ("work passion" OR "passion for work" OR "job passion") AND PUBYEAR > 2016 AND PUBYEAR < 2025 AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (LANGUAGE , "English"))

199 documents have been retrieved. However, when screening the titles and/or abstracts, some of them did not fit into the thesis' research area. Therefore, the subject area has been restricted to business, psychology, and sociology.

TITLE-ABS-KEY ("work passion" OR "passion for work" OR "job passion") AND PUBYEAR > 2016 AND PUBYEAR < 2025 AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (SUBJAREA , "BUSI") OR LIMIT-TO (SUBJAREA , "PSYC") OR LIMIT-TO (SUBJAREA , "SOCI"))

Adding further limitations in the subject area, narrowed the results down to 176 documents. All titles have been investigated to ensure content relatedness. Additionally, if titles were not meaningful enough, the abstracts were also read. 10 documents have been added to the final literature list.

The third search consisted of the following terms:

TITLE-ABS-KEY ("job design" OR "Job characteristics" OR "job characteristics theory") AND TITLE-ABS-KEY ("employee outcomes")

32 documents were retrieved, and nine works have been added to the list, after reading their abstracts.

While writing, the research area of job design was narrowed, since it is a relatively broad topic. Besides the focus on traditional job characteristics, the focus was shifted to the social dimension of job design, since I claim that a relationship between social job characteristics and obsessive passion can be suspected. For analyzing this dimension, the works from Morgeson and Humphrey (2006) and Grant and Parker (2009) have been intensely used.

Survey

Dear participant,

my name is Mariell Konrad and I am a Master's student at the University of Vienna. As part of my Master Thesis "How Job Design influences Passion for Work" I developed this online survey, which aims to generate insights on how certain job characteristics affect employee behavior. This survey is addressed to employed individuals, who work at least part-time (20h/week).

Please keep in mind that your answers will be kept anonymous and the completion of the survey will take about 5-7 minutes.

Thank you very much for your participation and time!



Think about your current job and rate the following statement accordingly:

How much autonomy is there in your job?
That is, to what extent does your job permit you to decide on your own how to go about doing the work?

1 = Very little;
the job gives me almost no "say" about how and when the work is done.

2

3 =
Moderate autonomy;
many things are standardized and not under my control, but I can make some decisions about the work.

4

5 = Very much; the job gives me almost complete responsibility for deciding how and when the work is done.



How accurate is the statement in describing your job?

	1 = Very inaccurate	2	3 = Uncertain	4	5 = Very accurate
The job requires me to use a number of complex or high-level skills.	☐	☐	☐	☐	☐
The job is quite simple and repetitive.	☐	☐	☐	☐	☐



Think about your current job and rate the following statement accordingly:

	1 = Very little; the job requires me to do the same routine things over and over again.	2	3 = Moderate variety	4	5 = Very much; the job requires me to do many different things, using a number of different skills and talents.
How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?	☐	☐	☐	☐	☐

Think about your current job and rate the following statements accordingly:

	1 = Strongly disagree	2= Disagree	3 = Neither agree nor disagree	4 = Agree	5=Strongly agree
I have the opportunity to develop close friendships in my job.	☐	☐	☐	☐	☐
I have the chance in my job to get to know other people.	☐	☐	☐	☐	☐
I have the opportunity to meet with others in my work.	☐	☐	☐	☐	☐
My supervisor is concerned about the welfare of the people that work for him/her.	☐	☐	☐	☐	☐
People I work with take a personal interest in me.	☐	☐	☐	☐	☐
People I work with are friendly.	☐	☐	☐	☐	☐

Think about your current job and rate the following statements accordingly:

	1 = Strongly disagree	2 = Disagree	3 = Neither agree nor disagree	4 = Agree	5 = Strongly agree
I am not sure what is expected of me at work.	☐	☐	☐	☐	☐
The requirements of my job aren't always clear.	☐	☐	☐	☐	☐
I often don't know what is expected of me at work.	☐	☐	☐	☐	☐
I know everything that I am expected to do at work with certainty.	☐	☐	☐	☐	☐
My job duties are clearly defined.	☐	☐	☐	☐	☐
I know what I am required to do for every aspect of my job.	☐	☐	☐	☐	☐

Think about your current job and rate the following statements accordingly:

	1 = Strongly disagree	2 = Disagree	3 = Neither agree nor disagree	4 = Agree	5 = Strongly agree
My job is in harmony with the other activities in my life.	☐	☐	☐	☐	☐
I have difficulties controlling the urge to do my job.	☐	☐	☐	☐	☐
The new things that I discover doing my job allow me to appreciate it even more.	☐	☐	☐	☐	☐
I have almost an obsessive feeling for my job.	☐	☐	☐	☐	☐
My job reflects the qualities I like about myself.	☐	☐	☐	☐	☐
My job allows me to live a variety of experiences.	☐	☐	☐	☐	☐
My job is the only thing that really turns me on.	☐	☐	☐	☐	☐
My job is well integrated in my life.	☐	☐	☐	☐	☐
If I could, I would only do my job.	☐	☐	☐	☐	☐
My job is in harmony with other things that are part of me.	☐	☐	☐	☐	☐
My job is so exciting that I sometimes lose control over it.	☐	☐	☐	☐	☐
I have the impression that my job controls me.	☐	☐	☐	☐	☐

What is your age?

☐ 17 or younger

☐ 18 - 24

☐ 25 - 34

☐ 35 - 44

☐ 45 - 54

☐ 55 - 64

☐ 65 or older

What is your gender?

☐ Male

☐ Female

☐ Other

☐ Prefer not to say

What is the highest degree or level of education you have completed?

- ☐ Compulsory education (9 years/Pflichtschule)
- ☐ Apprenticeship (Lehre/Ausbildung)
- ☐ High school degree (Matura/Abitur) or equivalent
- ☐ Bachelor's degree or equivalent
- ☐ Master's degree or equivalent
- ☐ PhD or equivalent

Which of the following best describes your occupational sector?

- ☐ Knowledge work (jobs that involve handling or using information, e.g. software developers, teachers)
- ☐ Blue-collar work (jobs that involve manual labor or skilled trades, e.g. manufacturing workers, cashiers)
- ☐ Non-profit work (jobs that aim to serve the public good, e.g. charity workers, social workers)
- ☐ Managerial work (jobs that involve overseeing and directing operations, e.g. managers, executives)

Which of the following best describes your job level?

- ☐ Entry-Level (routine tasks, close supervision, e.g. Assistant, Junior Analyst)
- ☐ Mid-Level (specialized tasks, moderate responsibility, e.g. Project Manager, Team Leader)
- ☐ Senior-Level (strategic responsibilities, high decision-making authority, e.g. Senior Manager, Department Head)
- ☐ Executive-Level (top-level positions responsible for overall strategy, e.g. CEO, CFO, COO)

How long have you been working in your current job?

- ☐ Less than 1 year
- ☐ Between 1 and 2 years
- ☐ Between 3 and 4 years
- ☐ Between 5 and 9 years
- ☐ 10 years or more

Thank you very much for participating in the survey.

Your response has been recorded.