IPA
International Journal of Psychology
Vol. 18, No. 2, Summer & Fall 2024
PP. 81-102

Iranian **P**sychological
Association

The Effectiveness of Job Crafting Training on Job Well-Being and Perceived Job Success

Article Type: *Research Article*

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Received: 2025/05/12 Revised: 2025/07/1 Accepted: 2025/07/15
Doi: 10.61882/ijpb.18.2.81

The present study aimed to investigate the effectiveness of job crafting training on job well-being and perceived job success. This was an experimental study utilizing a pretest-posttest design with control and experimental groups. The statistical population included all employees in the production and operations department of an industrial company in Shiraz, Iran. A sample of 40 employees was selected using convenience sampling and randomly assigned to two groups of 20 participants each. The measurement tools included the Job Well-Being Questionnaire (Heiniken, 1998) and the Perceived Job Success Questionnaire (Greiner, 2008), which were administered at pretest and posttest stages to both groups. The experimental group participated in eight 90-minute weekly sessions of job crafting training over eight weeks. The training protocol was based on Wrzesniewski and Dutton's (2001) job crafting framework and included practical exercises and discussions focused on task crafting, cognitive crafting, and relational crafting. Each session included theoretical input, group activities, and reflection tasks aimed at enhancing participants' proactive behavior in reshaping their job roles. The control group received no intervention. Data were

analyzed using multivariate and univariate analysis of covariance (ANCOVA) in SPSS-24. The results showed that job crafting training significantly improved job well-being and perceived job success ($P < .01$). Based on these findings, it is recommended that organizations implement job crafting training programs to enhance employee well-being and job success.

***Keywords**:* job crafting training, job well-being, perceived job success.

In today's complex and fast-paced work environment, enhancing employee well-being and perceived job success has become a strategic priority for organizations seeking long-term sustainability. Job well-being, a key aspect of mental health in the workplace, reflects how positively employees experience their work, and has been closely associated with reduced stress, lower absenteeism, and improved performance (Roczniewska, 2021; Meng, 2021; Pimenta, 2024). When employees lack well-being, they are more susceptible to burnout and psychological distress, which not only harms their individual health but also negatively impacts organizational productivity and service quality. Research indicates that job well-being contributes significantly to job satisfaction, engagement, and retention (Devotto, 2019; Garoufallidou, 2024). Organizations that prioritize employee well-being foster more resilient and motivated teams, improve talent attraction, and minimize turnover-related costs (Bakker, 2021; Kapica, 2021). Factors influencing job well-being include leadership style, organizational support, work-life balance, and opportunities for growth—all of which shape an environment where employees can thrive. Closely related to job well-being is the concept of perceived job success, which refers to an individual's subjective evaluation of their career achievements—both tangible (e.g., promotions, salary) and intangible (e.g., fulfillment, balance) (Lo Presti, 2023). Employees who perceive

themselves as successful tend to be more satisfied, motivated, and committed to their organizations (Diaa, 2024; Yoon, 2019). Perceived job success fosters self-confidence, encourages professional development, and enhances retention by aligning personal goals with organizational opportunities (Tims, 2020; Oubibi, 2022). A promising strategy to promote both job well-being and perceived job success is job crafting—a proactive approach introduced by Wrzesniewski and Dutton (2001). Job crafting involves employees reshaping their tasks, interactions, and perceptions of work to better align with their values, strengths, and interests (Bruning, 2018; Zhang, 2019). It is typically categorized into three dimensions: task crafting (modifying job tasks), relational crafting (changing work interactions), and cognitive crafting (altering mental framing of the job). Job crafting empowers employees with autonomy and purpose, leading to improved engagement, reduced burnout, and higher job satisfaction (Tims, 2022; Costantini, 2022; Van Wingerden, 2019). Although the benefits of job crafting are well-documented, most existing research is correlational. There remains a lack of experimental evidence regarding structured interventions aimed at training employees in job crafting. To address this gap, the current study evaluates the effectiveness of a structured job crafting training program on job well-being and perceived job success. The training, based on the Wrzesniewski and Dutton (2001) model, consisted of eight weekly 90-minute sessions. Each session incorporated theoretical input, practical exercises, group discussions, and reflective tasks centered on task, relational, and cognitive crafting strategies. Participants also engaged in between-session activities to apply these strategies in their daily work settings. By experimentally testing this

intervention, the study aims to provide empirical support for job crafting training as an effective organizational tool for enhancing employee well-being and success.

Method

This study was applied in aim and experimental in nature, employing a pretest-posttest control group design. The statistical population included all employees in the production unit of an industrial complex in Shiraz, Iran, in 2023 (N = 800). From this population, 40 employees were selected through convenience sampling and randomly assigned to either the experimental group (job crafting training) or the control group (n = 20 per group). Inclusion criteria included: willingness to participate and providing informed consent, not having received similar training or interventions in the past, having at least a high school diploma, a minimum of two years of work experience, and regular attendance in training sessions. To ensure group equivalence before the intervention, an independent samples t-test was conducted on the pretest scores of the two groups. The results showed no significant differences between the groups ($p > .05$), indicating that the experimental and control groups were statistically homogeneous at baseline. Following the pretest, the experimental group received eight 90-minute sessions of job crafting training over an eight-week period, while the control group did not receive any intervention. Posttest data were collected from both groups at the end of the intervention. The job crafting training program was designed to be applicable to similar employee populations in industrial settings. While the core content is generalizable, adjustments may be required based on specific organizational and cultural contexts. This study did not

include a follow-up phase, as the primary aim was to assess the immediate effects of the intervention.

Instruments

Job Well-Being Questionnaire

The Job Well-Being Questionnaire, developed by Heiniken (1995), contains 20 items assessing employees' psychological and emotional well-being at work. Responses are rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). In the present study, construct validity was confirmed using confirmatory factor analysis (CFA), which demonstrated acceptable fit indices: $\chi^2 = 135.471$, $\chi^2/df = 1.483$, CFI = .91, IFI = .91, and RMSEA = .08. Reliability was supported through the Spearman-Brown split-half method (r = .705) and Cronbach's alpha (α = .862), indicating good internal consistency. In the Iranian context, the psychometric properties of this instrument have been confirmed. For example, Ahmadi and Keshavarzi (2017) validated the questionnaire among a sample of Iranian employees. The CFA results indicated good construct validity (CFI = .92, RMSEA = .07), and the Cronbach's alpha was reported at α = .87, confirming its reliability and cultural relevance in Iran.

Perceived Job Success Questionnaire

The Perceived Job Success Questionnaire, developed by Greiner (2008), comprises 10 items that evaluate individuals' subjective assessments of their job success. Items are rated on a five-point Likert scale from 1 (Never) to 5 (Always). In this study, confirmatory factor analysis showed good construct validity ($\chi^2 = 50.476$, $\chi^2/df = 1.58$, CFI = .94, IFI = .94, RMSEA = .09). The scale also demonstrated strong reliability, with a split-half

coefficient of r = .86 and a Cronbach's alpha of α = .89. In Iranian research, Zarei and Moradi (2020) assessed the validity and reliability of this instrument among a sample of Iranian professionals. Their CFA findings supported the model's structure (CFI = .93, RMSEA = .06), and internal consistency was confirmed with a Cronbach's alpha of α = .91.

Intervention Description

The training program implemented in this study was adapted from the job crafting educational package developed by the Center for Positive Organizational Scholarship at the University of Michigan (2007; revised 2008), grounded in the theoretical model proposed by Wrzesniewski and Dutton (2001, 2008). This framework is based on social constructivism and meaning-making theories, promoting proactive behaviors in which employees reshape aspects of their jobs to better align with their personal strengths, values, and motivations (Berg, Dutton, & Wrzesniewski, 2007). The intervention consisted of eight 90-minute sessions conducted weekly over two months. Participants were guided to engage in job crafting through three main dimensions: Task crafting (changing the scope or nature of job tasks), Relational crafting (modifying interactions with colleagues), and Cognitive crafting (reframing the way one perceives their job). Each session included self-assessment instruments, interactive group discussions, and experiential exercises, with the goal of enhancing job well-being and perceived job success. The content drew on principles of positive organizational scholarship, aiming to foster employee engagement and adaptability in workplace settings. To ensure local reliability and validity, the training content and job crafting constructs were aligned with the Farsi adaptation and

psychometric validation conducted by Abedi et al. (2021). This study confirmed the content validity, construct validity, and internal consistency (Cronbach's alpha > .80) of the job crafting questionnaire and intervention content within Iranian organizational contexts, ensuring cultural appropriateness and methodological rigor. A summary of the training content based on the Wrzesniewski and Dutton (2008) model is presented in Table 1.

Table 1
Summary of Job Crafting Training Sessions Based on Wrzesniewski and Dutton (2008)

Session	Duration	Topic	Objectives	Activities
1	90 minutes	Introduction to Job Crafting	Understand the concept and importance of job crafting	Lecture, group discussion, self-assessment exercise
2	90 minutes	Task Crafting	Identify opportunities to modify job tasks	Case studies, brainstorming task modifications
3	90 minutes	Task Crafting – Practical Steps	Develop personalized task crafting plans	Individual work, goal setting
4	90 minutes	Relational Crafting	Learn to enhance and build better workplace relationships	Role-play, group sharing
5	90 minutes	Relational Crafting – Practice	Apply relationship-building strategies	Group exercises, feedback sessions

6	90 minutes	Cognitive Crafting	Explore ways to change perceptions about one's job	Reflective journaling, guided visualization
7	90 minutes	Integration of Crafting Types	Combine task, relational, and cognitive crafting approaches	Group project, scenario analysis
8	90 minutes	Action Planning and Wrap-up	Finalize individualized job crafting plans and program review	Presentation, Q&A, feedback collection

To conduct this research, the ethical approval code IR.SCU.REC.1402.086 was obtained from the Research Ethics Committee of Shahid Chamran University of Ahvaz. Prior to implementation, the necessary permissions to access the target population were secured from the designated industrial zone. Coordination with relevant officials was also carried out to facilitate the research process. After selecting the research sample (experimental and control groups), the researcher introduced themselves and the purpose of the study. Participants were informed about the significance of the research, how to respond to the questionnaires, and details about the training program. Given that research ethics emphasize confidentiality and integrity, participants were assured that their responses would remain confidential. They were asked to answer the questionnaires carefully, patiently, and honestly. With their informed consent, pretesting was conducted, and questionnaires related to the study variables were distributed to both groups. After the administration of the pretest questionnaires, the

experimental group received information regarding the time and location of the job crafting training sessions. The intervention—job crafting training—was then administered to the experimental group in eight 90-minute sessions. The control group received no intervention. Following the training program, posttesting was conducted for both groups. The collected data were analyzed using multivariate analysis of covariance (MANCOVA). Data analysis was performed using SPSS version 24.

Results

The study sample consisted of 40 participants. The mean age of the experimental group was 37 years (SD = 6.14), and the control group was 39 years (SD = 6.45). The mean work experience in the experimental group was 15.52 years (SD = 6.11), and in the control group, it was 14.72 years (SD = 5.97). In both groups, participants with a bachelor's degree were the most frequent, while those with a master's degree or higher were the least represented.

Table 1 presents the mean and standard deviation of job well-being and perceived job success for both groups in the pretest and posttest phases.

Table 1
Descriptive Statistics for Job Well-Being and Perceived Job Success (Pretest and Posttest)

Variable	Group	Pretest Mean (SD)	Posttest Mean (SD)
Job Well-Being	Experimental	17.05 (4.64)	21.41 (5.04)
	Control	17.64 (4.71)	17.42 (4.40)
Perceived Job Success	Experimental	73.25 (5.69)	90.59 (6.04)
	Control	72.48 (6.52)	73.87 (6.40)

These descriptive results indicate that the experimental group improved in both outcomes after the intervention, while the control group showed minimal or no improvement.

Before performing ANCOVA, the following assumptions were tested:

Normality: Shapiro-Wilk tests confirmed that the distributions of the dependent variables were approximately normal in all groups ($p > .05$). Homogeneity of Covariance Matrices: Box's M Test for job well-being: Box = 64.90, F = .70, p = .75. Box's M Test for perceived job success: Box = 92.04, F = .73, p = .71 These nonsignificant results indicate that the assumption of equality of covariance matrices was met. Homogeneity of Variances: Levene's Test was used to assess the equality of variances across groups.

Table 2
Levene's Test for Equality of Error Variances

Variable	F	df1	df2	Sig. (p)
Job Well-Being	1.15	1	38	.29
Perceived Job Success	.08	1	38	.78

As the p-values are greater than .05, the assumption of equal variances was upheld. Homogeneity of Regression Slopes: The interaction between the covariate (pretest scores) and the independent variable (group) was not significant at the .01 level, confirming that the assumption of equal regression slopes was satisfied. Since all assumptions were met, conducting a MANCOVA was deemed appropriate.

Multivariate Analysis of Covariance (MANCOVA)

MANCOVA was used to examine the overall effect of the group (experimental vs. control) on the combined dependent variables—job well-being and perceived job success—while controlling for pretest scores.

Table 3

MANCOVA Results for Group Effect on Posttest Scores

Test Statistic	Value	F	Hypothesis df	Error df	Sig. (p)	Partial Eta Squared
Pillai's Trace	.832	27.98	2	35	.001	.832
Wilks' Lambda	.168	27.98	2	35	.001	.832
Hotelling's Trace	4.945	27.98	2	35	.001	.832
Roy's Largest Root	4.945	27.98	2	35	.001	.832

All four multivariate tests showed significant differences between the experimental and control groups ($p < .001$), with a large effect size (partial $\eta^2 = .832$), indicating that the intervention had a statistically significant impact on the combined dependent variables.

Univariate ANCOVA Results: Follow-up univariate ANCOVAs were conducted for each dependent variable to

explore individual group differences after controlling for pretest scores.

Table 4
ANCOVA Results for Posttest Scores

Dependent Variable	F	df	Sig. (p)	Partial Eta Squared
Job Well-Being	7.70	1	.001	.568
Perceived Job Success	13.57	1	.001	.452

The ANCOVA results revealed that the group had a significant effect on job well-being ($F = 7.70$, $p < .001$, $\eta^2 = .568$) and perceived job success ($F = 13.57$, $p < .001$, $\eta^2 = .452$). These findings indicate that the intervention significantly improved both outcomes in the experimental group compared to the control group.

Discussion

The present study aimed to investigate the effectiveness of career crafting training on job well-being and perceived career success. The results indicated that the career crafting training program led to an increase in both occupational well-being and perceived career success. The findings regarding the effect of career crafting training on occupational well-being are consistent with the results of studies by Harju et al (2021), Robledo et al (2019), Devotto et al (2020), and Bruning (2018). Research has consistently shown that when employees engage in career crafting, they experience greater autonomy and control over their work, which enhances intrinsic motivation. Additionally, career crafting training equips employees with the tools to identify their strengths and align their tasks with personal values and interests, thereby fostering a more

meaningful work experience. This alignment not only improves occupational well-being but also promotes positive relationships among colleagues, as employees who actively craft their job roles are more likely to engage in supportive behaviors and collaborate effectively. Moreover, the positive effects of career crafting on occupational well-being are amplified when organizations support such initiatives through structured training and development programs. By investing in career crafting, organizations demonstrate their commitment to employee growth and well-being, potentially resulting in a more engaged and committed workforce. The reciprocal relationship between career crafting and occupational well-being suggests that the more employees enhance their work experience through job crafting, the more likely they are to report higher levels of well-being—creating a positive and self-reinforcing cycle of engagement and organizational productivity.(Naami , 2020) When individuals feel in control of their work and are able to shape it according to their preferences, they tend to enjoy their jobs more. Employees who participate in career crafting training often report higher levels of job engagement, as they are actively involved in creating a work environment that aligns with their identity, which in turn boosts their enthusiasm and commitment (Lee ,2018). Therefore, implementing training programs focused on career crafting benefits employees by improving their occupational well-being, and also contributes to a healthier organizational culture and better overall performance. Fostering an environment where career crafting is encouraged and supported through structured educational initiatives can significantly enhance employee well-being, leading to a more satisfied and productive workforce. When combined with training, career crafting programs aimed at

enhancing employee skills in this domain can result in substantial improvements in their occupational well-being. When employees engage in task crafting and reshaping job descriptions to align with their strengths and interests, they experience a heightened sense of control and competence. This increase in autonomy is vital, as it reduces the uncertainty that typically fuels anxiety, enabling employees to approach their tasks with greater confidence. Strengthening relationships—by enhancing interactions with colleagues and supervisors—helps build stronger support networks that protect against the negative effects of stress. The social support stemming from these relationships not only decreases feelings of isolation but also bolsters motivation and engagement, which are crucial in preventing burnout. Additionally, cognitive crafting—changing how employees perceive their jobs—enables them to find greater meaning and purpose in their roles. This shift in perspective is associated with lower levels of burnout, as employees begin to view challenges as opportunities for growth rather than insurmountable obstacles. Ultimately, the mental workload often associated with high-demand work environments can be mitigated through the proactive strategies encouraged by career crafting. Allowing employees to manage their workload and prioritize tasks that align with their interests and values leads to more effective time and energy management, thereby improving both productivity and overall occupational well-being. The cumulative effect of these changes fosters a healthier work environment where employees feel more engaged, experience less anxiety, and are better equipped to manage role-related pressures. The results also showed that career crafting training can enhance perceived career success. This finding aligns with

the studies of Petrou et al (2018), Akkermans & Tims (2017), Thi Ngoan (2024), Cenciotti et al (2017), and Wang (2022). Employees with higher levels of career crafting tend to report greater perceived career success, as this construct encompasses various dimensions including subjective evaluations of career progress, achievement of personal and professional goals, and overall job satisfaction. Engagement in career crafting—where employees actively alter tasks, relationships, and perceptions of their work—can significantly impact these components. For instance, adjusting roles to better fit one's strengths and interests fosters a sense of autonomy and ownership. Career crafting enhances employee engagement, which leads to improved performance and a greater likelihood of accessing career advancement opportunities. Regarding specific dimensions of perceived career success, career crafting strengthens both relational and task-related aspects. The relational dimension is enhanced as employees build stronger networks with colleagues and supervisors through voluntary collaboration and networking, thereby increasing visibility and organizational support. This social capital is essential for career advancement as it opens doors to new mentoring and support opportunities. On the task-related side, employees who engage in career crafting often report experiencing greater job enrichment, which not only supports skill development but also increases overall job competence. This sense of competence reinforces feelings of achievement and recognition, thereby further boosting their perceived career success. Furthermore, by participating in shaping their work environments, employees often develop higher levels of self-efficacy and resilience, which are critical for navigating career challenges. The empowerment that stems from career crafting

allows individuals to confidently set and pursue ambitious career goals. Ultimately, organizations that implement career crafting not only witness increased individual job satisfaction but also cultivate a dynamic, motivated workforce aligned with organizational goals. Thus, equipping employees with the skills to engage in career crafting through targeted training is a strategic investment that enhances both perceived career success and overall organizational effectiveness and employee well-being. This multidimensional approach underscores the importance of promoting an active role management culture within organizations.

Despite the promising results, this study has several limitations. The sample was limited to male employees in the production and operations department, which restricts the generalizability of the findings to female employees and individuals working in other departments such as management, planning, support services, and sales and marketing. Furthermore, due to internal organizational constraints, data collection relied exclusively on self-report measures, as alternative methods such as observation and interviews were not feasible. Future research should replicate this study among female employees and staff in various departments to enable broader comparative analyses. In addition, longitudinal studies are recommended to assess the long-term effects of career crafting interventions. Given the preventive and developmental potential of such training, managers and institutional leaders are encouraged to implement career crafting programs to enhance workplace well-being, productivity, and organizational sustainability. Another limitation of the present study is that the validity of the educational protocol was not formally assessed. This decision

was based on time constraints and the exploratory nature of the research. Future studies will aim to examine and validate the protocol more rigorously to strengthen the reliability and applicability of the findings. Moreover, a follow-up phase to evaluate the long-term outcomes of the intervention was not included in this article. This phase is planned for future research and will be addressed in subsequent studies as part of the broader doctoral dissertation project. This study was conducted in strict accordance with ethical standards. Ethical approval was obtained under the code IR.SCU.REC.1402.086, as part of the first author's doctoral dissertation at Shahid Chamran University of Ahvaz. Participation was voluntary and based on informed consent. No external funding was received. The authors declare no conflicts of interest and express their sincere appreciation to all participants and the supervisory team for their valuable contributions.

Acknowledgment

The author thanks of support of Shahid Chamran University of Avaz.

Conflict of interest

The author declares no confli ct of interest regarding this article

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