Shifting The Paradigm Toward Intent To Stay: Creating A Nurse Career Crafting Program To Increase Nurse Engagement In An Urban Teaching Hospital

Jaclyn Davis
jaclyn.e.d@outlook.com

Follow this and additional works at: https://elischolar.library.yale.edu/ysndt

Recommended Citation
Davis, Jaclyn, "Shifting The Paradigm Toward Intent To Stay: Creating A Nurse Career Crafting Program To Increase Nurse Engagement In An Urban Teaching Hospital" (2023). Yale School of Nursing Digital Theses. 1149.
https://elischolar.library.yale.edu/ysndt/1149

This Open Access Thesis is brought to you for free and open access by the School of Nursing at EliScholar – A Digital Platform for Scholarly Publishing at Yale. It has been accepted for inclusion in Yale School of Nursing Digital Theses by an authorized administrator of EliScholar – A Digital Platform for Scholarly Publishing at Yale. For more information, please contact elischolar@yale.edu.
Shifting the Paradigm Toward Intent to Stay: Creating a Nurse Career Crafting® Program to Increase Nurse Engagement in an Urban Teaching Hospital

Submitted to the Faculty
Yale University School of Nursing

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Nursing Practice

Jaclyn Davis

May 16, 2023
CREATING A NURSE CAREER CRAFTING® PROGRAM

This DNP Project is accepted in partial fulfillment of the requirements for the degree Doctor of Nursing Practice.

Mary Ann Camilleri JD, RN, FACHE

Date here __________________________
CREATING A NURSE CAREER CRAFTING® PROGRAM

This material is protected by Copyright Law (Title 17, US Code). Brief quotations are allowable without special permission, provided that accurate acknowledgement of source is made.

Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part must be granted by the copyright holder.

Signed: ____________

May 16, 2023
Creating a Nurse Career Crafting® Program

Abstract

Nearly 50% of all RNs experience job disengagement, dissatisfaction, and signs of burnout during their career (National Academy of Medicine, 2019). RN burnout is largely the corollary of two predominant themes: perception of engagement in meaningful and motivating work and perception of personal ability to disconnect and decompress (Press Ganey, 2018). Job crafting skills guide people to make meaning of their work in difficult context, and their experience of work as a job, career, and calling. These skills help nurses align their strengths, motives, and passions within their roles.

This DNP Project developed a Career Crafting Program using a modified job crafting model, adapted specifically for RNs in the inpatient setting. The program is a guided curriculum that teaches Task Crafting, Relational Crafting, and Cognitive Crafting skills, in sequential 20-minute virtual modules. Evaluation of this project was completed using descriptive and bivariate statistics. The Job Crafting Questionnaire (JCQ) (Slemp & Vella-Brodrisk, 2013) was administered via QR code/weblink pre-and post-program, and a paired T test was used to evaluate knowledge acquisition and intent to engage in Task, Cognitive, and Relational crafting activities. The results showed self-efficacy scores in each of these actions, improved at the same highly significant level (p<0.0001) after implementing the Career Crafting program.

A program evaluation consisting of open-ended questions assessed participant satisfaction upon completion as it related to their intent to stay with the organization. This novel program successfully demonstrated increased perception of engagement by a majority (87%) of participants. Due to the compelling findings of the project and continued high interest in enrollment by hospital RNs, the program has potential for scale across this hospital system as well as regionally and nationally as a dynamic nursing workforce solution.
## Table of Contents

Chapter 1 ....................................................................................................................... 1

Introduction .................................................................................................................... 1

Problem Statement ......................................................................................................... 2

Significance .................................................................................................................... 3

Background .................................................................................................................... 4

  Review of Literature ................................................................................................ 4

  Synthesis of the Literature ...................................................................................... 5

  Literature Appraisal .................................................................................................12

Project Model ................................................................................................................12

  Supporting Frameworks .........................................................................................14

Organizational Assessment ...........................................................................................17

SWOT ...........................................................................................................................18

Chapter 2 ......................................................................................................................22

Goal and Aims of the Project .........................................................................................22

Methods ........................................................................................................................22

  Sustainability Plan ................................................................................................26

  Plan for Scalability .................................................................................................26

  Dissemination .........................................................................................................27

Chapter 3 ......................................................................................................................28

Business Considerations ...............................................................................................28

  Risk Assessment and Control ..............................................................................29
Appendix J. Financial Analysis .................................................................................................63
Appendix K. Results ..................................................................................................................64
Chapter 1

Introduction

Organizational culture and leadership have considerable influence on employee engagement and the work environment. Due to constraints on resources and time, leaders are not always ready and available for support, feedback, and coaching, adversely impacting employee engagement (Breevaart et al., 2014). Fortunately, employees with self-motivation may be empowered to set personal and professional goals and access on the job resources without direct support from already overextended leaders (Bandura, 1989). Such self-motivated actions are known as job crafting—proactively optimizing the connection between personal skills and motivation with the job (Wrzesniewski & Dutton, 2001). Recent studies show that teaching employees job crafting skills improves work engagement, well-being, and job satisfaction (Baghdadi et al., 2020; Sakuraya et al., 2017). Job crafting will be beneficial to healthcare as the framework can be adapted and effectively transferred from training to organizational practice (Baghdadi et al., 2020).

Nurses constitute nearly 50% of the global health workforce, and another 9 million are predicted to be needed by 2030 (World Health Organization, 2020). Registered Nurses (RN) have an essential role in emergency care, primary and community care, health promotion, and disease prevention. Achieving safe, quality care for all will depend on adequate numbers of educated and well-trained, self-regulated and well supported RNs, who receive the necessary physical and psychological resources to work efficiently and diligently (World Health Organization, 2020). Investing in RN well-being and development will consequently enhance organizational performance (Roelen et al., 2018).

Population growth and the perpetual evolution of healthcare systems places high demands on the nursing profession. In reaction to these changes, RN mental health has been significantly declining since 1998 (Cheng et al., 2019). RN mental health problems increase voluntary turnover and negatively impact patient safety (Cheng et al., 2020; Roelen et al., 2018).
Across global health systems, it is reported that 4 in 10 patients are harmed from an adverse event; however, 80% of this harm is preventable (WHO, 2019). Investing in efforts to reduce patient harm can lead to better patient outcomes and significant financial savings for the system (WHO, 2019).

The 2020 National Database of Nursing Quality Indicators identified the work environment as a significant influencing factor of RN work engagement, which impacts job satisfaction and intentional turnover (NSI Nursing Solutions, 2020). The work environment is an organizational setting that influences nursing practice (WHO, 2011). RN work engagement also effects quality, safety, and patient experience performances. Medication errors, pressure ulcers, falls with injury, and hospital acquired infections are significantly related to increased RN intentional turnover (Sasso et al., 2019). Quality improvement efforts that center on initiatives to support RN well-being and sustain a highly engaged nursing workforce are key to maintaining a healthy work environment and achieving desired patient experience outcomes (Dempsey & Assi, 2018).

**Problem Statement**

Nearly 50% of RNs report feeling decreased work engagement and job satisfaction, related to feelings of burnout during their career (National Academy of Medicine, 2019). The healthcare industry falls short of meeting RN professional, emotional, and environmental needs; this deficit has negative consequences on employee wellbeing and ability to meaningfully engage in the work (DeSimone, 2017; WHO, 2011). Data from the 2018 US Department of Health and Human Services’ Health Resources and Service Administration National Sample Survey of Registered Nurses reports 293,437 nurses identified burnout as the reason they intended to leave their current job (Shah et al., 2021).

The prevalence of RN burnout and its association to quality of patient care suggests a public crisis. Burnout is a compound of symptoms including overwhelming exhaustion, detachment from the work, a sense of ineffectiveness, feelings of cynicism, and lack of
accomplishment (Joint Commission, 2019; Maslach & Leiter, 2016). Healthcare clinician burnout is largely the corollary of two predominant themes: perception of engagement in meaningful and motivating work and perception of personal ability to disconnect and decompress (Press Ganey, 2018). While burnout raises concern across all healthcare professions, it represents unpredictable threat to RN engagement (Baghadid et al., 2020; Cheng et al., 2020). These findings suggest the importance of providing adequate resources to support RN emotional and physical well-being and assessing the work environment for perceptions of engagement and work safety.

In September 2021, preliminary data was collected from the proposed project site via Employee Engagement survey. The data revealed that only 23.3% of RNs were likely to recommend this large urban teaching hospital as a place to work. Employees were asked to identify two of six aspects of work that were most important to them; “support for my well-being” and “purpose and meaning in work” were the two most valued aspects by nurses, with 66.2% and 43.8% of nurses ranking these aspects as first and second most important, respectively. The data suggests an improvement opportunity in nurse engagement through this first of its kind Career Crafting program in the US for nurses and highlights the importance of providing adequate resources to support RN emotional and physical well-being. This Doctor of Nursing Project will create a Career Crafting Framework and Training Program to increase work engagement and job satisfaction of RNs in large U.S. urban teaching hospital.

**Significance**

Healthcare systems are at risk of the ramifications associated with barriers to worker engagement (Baghdadi et al., 2020; Cheng et al., 2019). While RNs consequently experience physical and mental health problems, patient experience measure scores decline with high levels of RN disengagement (Baghdadi et al., 2020; Cheng et al., 2019; Jarden et al., 2019; Papathanasiou, 2015). RN burnout has been linked to increased medical errors and hospital acquired infections, costing health systems between $5.7 to $6.8 billion annually (Scott, 2009).
Moreover, disengagement and burnout are correlated with increased nurse turnover, which perpetuates staffing and resource constraints and further exacerbates burnout among the remaining nursing staff. This cycle threatens a health system’s bottom line. According to the National Health Care Retention & RN Staffing Report (2020) the average cost of turnover per RN is $56,000, resulting in a $6.1 million loss per hospital each year.

RN work demands often exceed job resources, exposing them to personal risks with adverse consequences for their psychological and physical health (Bernal et al., 2015). These conditions exacerbate nursing shortages associated with increased intent to leave and voluntary turnover (Sasso et al., 2019). Nursing intent to leave elicits withdrawal behaviors and abrupt abandonment of current responsibilities in pursuit of better job opportunities. High voluntary turnover rates may cause system level dysfunctions and increased costs associated with amplified RN workload. With a reduction in trained and experienced staff, RNs report reduced patient contact time and increased job demands (Cheng et al., 2019). These conditions negatively impact RN engagement and well-being as well as safety and quality of patient care (Bernal et al., 2015; Papathanasiou, 2015; Sasso et al., 2019). Job crafting, a framework that helps make meaningful and lasting changes within work, addresses this by providing staff with the tools and resources to proactively change their work environment in order to stay engaged (Wrzesniewski & Dutton, 2001).

**Background**

**Review of Literature**

Electronic databases were searched between November 2020 to February 2021 and included PubMed, EBSCOhost CINAHL, and OVIDMedline using the search term, “job crafting.” This initial search yielded 356 articles; Thirty duplicate articles were removed and another 96 were excluded by publication type, publication date, and non-English language, resulting in 200 articles to be assessed. A review of pertinent titles was completed, followed by an abstract review, excluding a total of 179 articles due to conflicting study aims, insignificant results.
produced from the study’s power, or limited generalizability to this project. Twenty-one articles remained and were reviewed, appraised, and analyzed for themes. A Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flowchart was included for this process (see Appendix A). Nine articles were selected for the Evidence Matrix, based on the following inclusion criteria: job crafting framework application, assessment of job crafting skills/behaviors, and/or job crafting training (see Appendix B).

This review identified a gap in the literature and warranted a second literature search. The search was conducted based on the question, ‘what organizational attributes are necessary to successfully adapt to a change?’ The EBSCOhost Business Source Complete database was searched using the terms ‘organizational theory,’ AND ‘organizational change,’ AND ‘organizational development’, AND ‘leadership or management,’ AND ‘employee engagement,’ resulting 260 records. A search of relevant titles was completed, removing 241 records. The abstracts of the remaining 19 records were reviewed and three theoretical works were selected based on the following inclusion criteria: original theory, or author expansion on original theory. A snowball search was completed, using Schneider et al. (2013) as the original reference, adding two additional theoretical sources to the review. This search was combined with the search above and is accounted for in the Prisma and evidence table.

**Synthesis of the Literature**

The inclusive review of the literature identified ‘job crafting as a teachable skill’ as the predominant theme. Several subthemes emerged during the initial review, including job crafting resources, work engagement, organizational identification, well-being, and job satisfaction. These subthemes support the aims, goals, and intended outcomes of the job crafting framework. The second literature search highlighted theoretical themes that advocate for the support of providing staff with a job crafting framework at the systems level. These principal themes include organizational culture and self-motivation. The literature supports job crafting as an evidence-based practice as discussed below.
Job Crafting

A major theme that emerged from the literature review is the importance of making job crafting resources available to RNs. By altering task, cognitive, and relational boundaries, employees experienced increased work engagement (Bacaksiz et al., 2017; Baghdadi et al., 2020; Cheng et al., 2019; Dominguez et al., 2018; Montserrat et al., 2018; Ren et al., 2020; Sakuraya et al., 2016; Sakuraya et al., 2017); enhanced well-being (Cheng et al., 2019; Dominguez et al., 2018; Jarden et al., 2019; Sakuraya et al., 2017; Yepes-Baldo et al., 2018); and improved job satisfaction (Bacaksiz et al., 2017; Ren et al., 2020). Job crafting behaviors are also positively associated with increasing organizational identification (Bacaksiz et al., 2017), decreasing voluntary turnover (Dominguez et al., 2018) and enhancing the quality of care (Montserrat et al., 2018; Yepes-Baldo et al., 2018).

Introduced by Wrzesniewski and Dutton (2001), “job crafting” has emerged as a theoretical approach to making proactive changes to job design, as opposed to reacting to job changes. Job crafting is defined as “the physical and cognitive changes individuals make in the task or relational boundaries of their work” (Wrzesniewski & Dutton, 2001). By altering these boundaries, employees have the potential to modify the way in which they define the meaning of their work.

Job design has meaningful consequences on employee psychological work experiences (Wrzesniewski & Dutton, 2001). Ilgen and Hollenbeck (1992) first conceptualized ‘job changes’ as emergent task elements that result in the identification of a ‘new role’ for the employee. Therefore, according to this view, job boundaries are not altered, but the work is redefined. Conversely, job crafting contends that the job, its meaning and tasks, and employee identity change (Wrzesniewski & Dutton, 2001). Further, job crafting opposes Hackman and Oldham’s (1980) notion that ‘job design’ emphasizes the employee experience of the work in which tasks are more static. With job crafting, employees assess the meaning of their work, the
environment, relationships, and elements of the job to improve their perception of their work experiences (Wrzesniewski & Dutton, 2001).

Through the process of job crafting, employees assume responsibility of agentic work activities. With access to the necessary resources, employees can proactively conceptualize and empirically explore creative options that alter their tasks and improve their work experiences (Wrzesniewski & Dutton, 2001). Such activities generate positive meaning, engagement, commitment, and loyalty. Job crafting illuminates job-related actions that engage employees to progress toward their optimum functioning (Wrzesniewski & Dutton, 2001).

**Job Resources**

The category "job resources" was identified as a critical component and subtheme of job crafting. Job resources may consist of organizational, physical, or social aspects that help employees achieve their working or career goals; stimulate development, learning, and personal growth; or reduce job demands, psychological or physical burdens (Bakker & Demerouti, 2007). Identification and application of these resources increases employee opportunity to customize their job by actively altering their interactions with others, improving the work environment, and addressing barriers to their work tasks (Wrzesniewski & Dutton, 2001). With increased job resources, employees can reduce job demands and any associated psychological or physiological costs, stimulate personal growth, enhance learning and development, and achieve work-related goals (Bakker & Demerouti, 2007).

Employees who voluntarily engage in these actions are job crafters, and research suggests they can implement three different job crafting behaviors to increase work engagement, personal well-being, and job satisfaction. Job crafting behaviors include task crafting, cognitive crafting, and relational crafting (Bakker & Demerouti, 2007). Engaging in job crafting behaviors encourages employees to experience different kinds of meaning of their work and themselves (Wrzesniewski & Dutton, 2001).
**Job Crafting and Work Engagement**

Work engagement is characterized by vigor and dedication, fostering job satisfaction, quality of life, and organizational identification (Bakker et al., 2008). Employees with access to physical and psychological work resources are more likely to proactively modify their work activities to become more effective, challenging, and ambitious (Bakker et al., 2008). Job crafting is found to have constructive structural outcomes for the organization such as enhancing work engagement, job satisfaction, and organizational identification.

Baghdadi et al. (2020), reported a positive association between job crafting behaviors and work engagement \( r=0.598, p<0.001 \). Cheng et al. (2019), found that job crafting behaviors have a positive effect on work engagement \( \beta=0.301, p<0.001 \). Dominguez et al. (2018), identified that the performance of RNs, who are a critical part of healthcare delivery and organizational efficiency, was significantly correlated to job crafting \( b=1.0, p<0.001 \). Correlation results from a study by Ren et al. (2020), show a positive association between job crafting and work engagement \( r=0.658, p<0.01 \). Sakuraya et al. (2016), indicated an effective increase in work engagement \( t=2.20, p=0.03 \) post implementation of a job crafting intervention program. Sakuraya et al. (2017), identified that work engagement was significantly and positively associated with increasing structural job resources \( \beta=0.31, p<0.001 \), social job resources \( \beta=0.14, p<0.001 \), and challenging job demands \( \beta=0.36, p<0.001 \). RNs with greater engagement are enthusiastic about work activities, report higher efficiency, and provide safe, quality patient-centered care (Bakker & Demerouti, 2007).

**Job Crafting and Organizational Identification**

Organizational identification is an indirect outcome of job crafting, stemming from work engagement. Feeling connected to and a part of the organization establishes a psychological bond (Mael & Ashforth, 1992). Identification with, and feelings of connection to the organization provide employees with a sense of meaningfulness by allowing them to experience a common identity. Those who have adopted organizational identification devote greater effort, manifest
better performance, and prioritize the benefits of the organization in all decisions (Riketta & Van Dick, 2005). A study by Bacaksiz et al. (2017) identified a correlation between organizational identification, job crafting, and employee performance (r=0.631, p<0.0001).

**Job Crafting and Job Satisfaction**

Job satisfaction is defined as the contentedness in goal progress, career accomplishments, skill development, and income (Judge et al., 1995). Ren et al. (2020), identified a positive correlation with job crafting and job satisfaction (r=0.725, p<0.001). Job satisfaction represents a positive emotional status and is a succeeding factor of work engagement. Ren et al. (2020), note that as job crafting is significantly and positively related to work engagement, work engagement is significantly and positively related to job satisfaction (r=0.712, p<0.001).

**Job Crafting and Work Well-being**

Well-being is a state of mind detached from functioning that is concerned with behaviors and activities (Medical Care, 2000). Job demands may impair health and wellness, increasing the risk of burnout and turnover and leading to poor health outcomes (Bakker & Demerouti, 2007; Yes-Baldo et al., 2018). Job demands include psychological, physical, organizational, or social aspects of the job that require sustained cognitive and emotional skills and efforts; and therefore, have psychological or physiological costs (Bakker & Demerouti, 2007).

Job crafting attributes provide employees with job resources to change their own well-being at work by increasing engagement, decreasing burnout, and influencing performance outcomes (Jarden et al., 2019). Cheng et al. (2020), show a negative correlation between job demands and mental health (r=-0.403, p<0.01); identify a negative correlation with mental health and patient safety (r=-0.443, p<0.01); and highlight a positive correlation between job crafting and patient safety (r=0.459, p<0.01). A cross-sectional study by Dominguez et al. (2018), indicated that job crafting was negatively related to burnout (b=-0.38, p=0.4); and consequently, burnout is negatively related to work engagement (b=-0.12, p=0.03). An
interventional job crafting program by Sakuraya et al. (2016), revealed a reduction in psychological distress \((t=-2.06, p=0.04)\). By increasing structural job resources, Sakuraya et al. (2017) identified a significant and negative association with psychological distress \((\beta=-0.15, p<0.001)\). Yepes-Baldo et al. (2018), found a positive linear relationship between job crafting and well-being \((r=0.201, p<0.01)\).

**Organizational Culture**

The second theme identified in the literature is the role of organizational culture on organizational change. Schein (1984) defines organizational culture as the sum of a group’s collective learning, embodied in shared basic underlying assumptions. The resulting artifacts of the assumptions are manifested and articulated into the organization’s stated values. Organizational culture conceptualizes employee perception of the work experience—relationships, tasks, autonomy—and the work setting—environment, resources, support (Schneider et al., 2013). Schein (1993) argues that not all aspects of a culture are relevant to problem solving; therefore, it is only vital to identify the relevant domains.

To determine which culturally accepted behaviors and values lead to success, Schein (2010) points to the organization’s leaders. Leadership actions articulate the mechanisms embedded within the culture and reinforce them by way of allocated resources, mentoring, recognition, career development, and appearance of the work environment (Schein, 2010). Therefore, successful implementation of the job crafting framework necessitates an assessment of the organization’s culture and leadership buy-in.

**Employee Motivation**

The third theme identified by the literature is employee motivation. The Social Cognitive Theory explains that people have the capacity to influence their own motivation, actions, and behaviors through two self-regulating mechanisms—self-efficacy and personal goal setting (Bandura, 1989). Bandura (1989) defines self-efficacy as the personal belief in one’s capacity to execute behaviors and produce the required performance attainments. Self-efficacy plays a
central role in personal motivation, learning, and task performance. Meaning, people who are confident in their capabilities will more productively utilize their skills and efforts and determine higher personal goals than those who impose self-doubt (Bandura, 1989). Moreover, perception of self-efficacy affects personal course of action, level of commitment and effort, perseverance through obstacles, and self-aiding or self-hindering thought patterns (Bandura, 1989). The Social Cognitive Theory is significant to employee utilization of work resources, goal attainment, and career development.

Deci and Ryan (1985) argue that social and environmental resources either facilitate or undermine self-motivation. When circumstances provide the fundamental needs for autonomy and competence, self-motivation flourishes (Deci & Ryan, 1985). Conversely, non-supportive environments suppress natural human motivational tendencies, restricting learning, development, and personal growth (Deci & Ryan, 1985). These theoretical frameworks suggest that people instinctively seek resources to enhance their knowledge and achieve personal goals. This theory is significant to this DNP project as the job crafting framework provides support and resources to employees interested in increasing personal work engagement, well-being, and job satisfaction.

**Measuring Job Crafting Application**

The Job Crafting Questionnaire (JCQ), a 15-item self-efficacy survey, developed by Slemp and Vella-Brodick (2013) is a three-factor structure that encompasses task, cognitive, and relational crafting, the 3 forms of job crafting originally described by Wrzesniewski and Dutton (2001). Exploratory and confirmatory factor analyses (RMSEA=.09) support the three-factor structure; internal consistency statistics (α=.91) confirms reliability; and the dimensions of the JCQ show significant, positive correlations with similar engaged-work behaviors, verifying convergent validity (Slemp & Vella-Brodick, 2013). Sakuraya et al. (2017) and Yepes-Baldo et al. (2018) assess the application of job crafting interventions by Japanese manufacturing employees and care givers in Sweden and Spain based nursing homes, respectively, with the
JCQ. The literature does not identify utilization of the JCQ in US based research. The JCQ self-reported questions measure voluntary engagement in task, cognitive, and relational job crafting techniques and is applicable to any job function; therefore, for the purposes of this project, the JCQ may be administered in its original format.

**Literature Appraisal**

The research selected for this review of literature was appraised based on discrete elements—study design, sampling, and analytical techniques—and assigned a level of evidence (see Appendix B). Of the articles selected for the Evidence Matrix, seven are cross-sectional studies (Bacaksiz et al., 2017; Baghdadi et al.; 2020; Cheng et al., 2020; Dominguez et al., 2018; Ren et al., 2020; Sakuraya et al., 2017; Yepes-Baldo et al., 2018). These studies generally exhibit consistent weaknesses and are correlational. Jarden et al. (2020), report efforts to mitigate the potential for existing research bias through secondary analysis in the mixed methods qualitative study. Lower statistical power was noted in the quasi-experimental pilot study by Sakuraya et al. (2016). All studies utilized self-reported questionnaires and may therefore be susceptible to report and single measure bias. Moreover, the studies reported convenience sampling techniques in international populations, therefore generalizability to this project may be limited.

All studies, apart from Sakuraya et al. (2016), were found to have acceptable sample sizes. The sample populations also report variability across occupations, age, and gender. Additionally, all studies verify the use of reliable instruments and proven metric tools.

**Project Model**

The DMAIC project model was used in this DNP project. DMAIC is a Six Sigma problem-solving method with five phases—Define, Measure, Analyze, Improve, and Control—for improving existing processes (American Society for Quality, 2021). The DMAIC phases help to identify quality improvement opportunities, manage expectations of the process, and prepare for practice and environment changes (ASQ, 2021). This data-driven quality strategy is the selected
change framework for this project and is the organization’s preferred quality improvement method. Guided by DMAIC, this project assessed, and enhanced RN work engagement, well-being, and job satisfaction, and provided RNs with the tools and resources to modify the working environment and to support their nursing career (see DMAIC model in Appendix C).

In the first phase of the project, the problem is defined and demonstrated by historical data (ASQ, 2021). Employee Engagement surveys, completed in March 2021, assessed job satisfaction by asking how likely the employee is to recommend the organization as a place to work. Of the RNs who completed the survey, 23.3% would recommend the organization as a place to work. The survey also measured staff burnout with the question, “how full is your tank?” Responses reflected values between empty (0) to full (10) on a numeric rating scale. Staff comments included feelings of work disengagement, job dissatisfaction, and decreased well-being. In addition, the increased voluntary staff turnover rates suggest poor satisfaction with the job and working environment. Through the define phase, the lack of resources to support RN staff engagement and well-being was noted as an opportunity for improvement.

In the measure phase, process performance was addressed to understand issues that prevent, reduce, or jeopardize nurse engagement, well-being, and satisfaction. To ensure consistency throughout this project, the Job Crafting Questionnaire (JCQ) was utilized to measure initial and outcome data. Internal, external, and environmental factors were considered as factors contributing to RN reported experience. A process map recorded the activities that are subject to possible performance enhancement (ASQ, 2021).

The collected data was analyzed to reveal the root cause of the process inefficiencies. This phase utilized the root cause analysis (RCA) to uncover causes of process failure (ASQ, 2021). The resulting analysis report revealed areas where the Career Crafting Training Program [implementation of change] would result in the most effective outcomes.

In the fourth phase of the project—improve—the data and tools were synthesized into a test change implementation. The author of this project devised methods to address the process
deficiencies detected in the analyze phase. Using a design of experiments (DOE), this project addressed and eliminate the various system factors that are the root causes of nurse disengagement and dissatisfaction. Improvements were monitored with feedback analysis and stakeholder participation (ASQ, 2021).

During the final phase, the improvement process and future performance was controlled with a quality control plan and statistical process control (SPC). Using these on-going and adaptive metrics, the organization’s leaders monitored and document continued success of the Career Crafting Program. As the process progressed, adjustments were made and implemented to support sustainability of the program (ASQ, 2021).

**Supporting Frameworks**

This project applied the Improving Joy in Work Framework as a supporting framework to the adaptation of the Job Crafting model, thus leading to the creation, implementation, and evaluation of the Career Crafting framework and program. The Joy in Work Framework incorporates elements that are critical to system components for ensuring joy in work. The framework steps (described below) were considered and followed throughout the phases of the project.

Engaged employees project positive attitudes toward the organization and its values and serve as the foundation for attaining high organizational performance (Perlo et al., 2017). Though imprecise, engagement is often considered a proxy for measuring joy. The Institute for Healthcare Improvement (IHI) identifies nine critical components for improving joy in work—physical and psychological safety, meaning and purpose, choice and autonomy, recognition and rewards, participative management, camaraderie and teamwork, daily improvement, wellness and resilience, and real-time measurement (see Appendix D). To implement the Framework for Improving Joy in Work, and achieve and nurture employee joy in work, IHI proposes four steps, described below.
Creating joy in the workplace is a key aspect of effective leadership and supports a safe, quality culture. As the stair-shaped figure above depicts, each step serves as the foundation for the subsequent stage (Perlo et al., 2017). Therefore, stakeholders should immerse fully with every step and carry over any gained experiences.

First, leaders engage colleagues to articulate what matters to them in their work (step 1) (Perlo et al., 2017). This first step corresponds with the Job Crafting Framework to identify where and how nurses find meaning in their work. Leaders and staff then identify any barriers—processes, circumstances, or issues—that impede on what matters (step 2) (Perlo et al., 2017). It is in this stage crafters reflect on barriers that prevent accomplishment of professional, psychological, and social needs. Next, multidisciplinary teams come together and remove the impediments that prevent successful collaboration between the nine critical components (step 3) (Perlo et al., 2017). With Job Crafting, nurses and leaders share the responsibility for removing the known barriers and improving and sustaining joy. In the final step, leaders and staff apply improvement science to test approaches to improving joy in work throughout the organization (step 4) (Perlo et al., 2017). Job crafting utilizes best practices and proven metrics to measure the engagement, well-being, and job satisfaction of all participants.

The nine critical components for improving joy in work, outlined by IHI, highlight the fundamental human needs recognized by the proposed job crafting framework. (1) Creating physical and psychological safety protects employees from harm, empowering them to question,
seek feedback, admit mistakes, interact with others, and feel supported by the organization (Perlo et al., 2017). (2) The words and actions of leadership must align with the organization’s values and mission; leading by example encourages constancy of purpose from daily tasks to organizational goals for employees (Perlo et al., 2017). (3) Autonomy and shared governance create trust and flexibility to make choices within the necessary rules and guidelines, thus enhancing self-motivation and growth (Perlo et al., 2017). (4) Recognition and celebration of team accomplishments validate employee purpose and their contribution to organizational outcomes (Perlo et al., 2017). (5) Leaders must practice participative management to listen, understand, and include employees in co-creation decision making (Perlo et al., 2017). (6) Establishing trusting relationships, productive teams, and shared understanding generates social cohesion (Perlo et al., 2017). (7) The organization actively seeks system and process improvements through proactive listening and learning (Perlo et al., 2017). (8) The organization demonstrates feelings of gratitude by valuing the wellness and health of all employees, appreciating work-life balance, and providing stress management and mental health support (Perlo et al., 2017). (9) Regular reporting of feedback about system performance to enable ongoing improvement (Perlo et al., 2017). These practices support the theories identified in the review of literature—organizational culture and self-motivation—that promote positive organizational change, such as improving joy/engagement in work.

For the purposes of this project, four elements were highlighted and incorporated into the Career Crafting program: (3) choice and autonomy, (6) camaraderie and teamwork, (7) daily improvement, and (8) wellness and resilience. These elements overlap with the components of Job Crafting that are essential to increasing work engagement, well-being, and job satisfaction. While the other elements contribute to creating an environment for a happy, healthy, and productive workforce, they are actions that the organization proactively takes at the individual, management, and senior leadership levels and will indirectly have a positive influence on the project outcomes.
Organizational Assessment

The organization selected for implementation of this DNP project values nursing leadership and facilitates nursing teams that are comprised of highly qualified leaders with diverse skills and backgrounds. The organization’s shared leadership model encourages nurses in direct care positions to participate in decision-making that affects their daily practice. Collaboration between staff nurses, managers, directors, and senior executives is a critical component of the organization’s commitment to shared decision-making. Moreover, unit, department, and hospital-wide committees facilitate horizontal and vertical communication across all nursing divisions.

Organizational need. Staff surveys uncovered nurse self-reports of emotional exhaustion, low energy, job dissatisfaction, and work disengagement. The working environment is noted to have a negative impact on staff due to factors such as difficult peer interactions, low personal accomplishment, and minimal leadership support. These stress-provoking factors have been associated with disengagement, burnout, and job dissatisfaction (Bakker et al., 2008). The job crafting training program provided the support and resources necessary for RNs to maintain a healthy work environment and achieve desired patient experience outcomes.

Organizational setting. The Review of literature in this proposal identifies job crafting as a practical skill for improving employee work engagement, well-being, and job satisfaction for manufacturing employees in Japan (Sakuraya et al., 2017); manufacturing employees in China (Ren et al., 2020); healthcare managers in Japan (Sakuraya et al., 2016); nurses in Turkey (Bacaksiz et al., 2017); intensive care nurses in New Zealand (Jarden et al., 2019); nurses in China (Cheng et al., 2019); nurses in Saudi Arabia (Baghdadi et al., 2020); nursing home employees in Spain and Sweden (Yepes-Baldo et al., 2018); and surgical residents in Colombia (Domínguez et al., 2018). With most participants originating from healthcare settings, it may be concluded that the literature supports this project as successful among the proposed nursing population. However, the literature search did not produce studies conducted within the US.
Therefore, the US nursing culture was taken into consideration during the creation of the Career Crafting framework. The setting for this project offered an innovative approach to articulating the professional development opportunities available to nurses. The Nursing Professional Practice Committee created a Career Tree, depicting the various clinical and professional paths nurses may explore. To optimize the organization’s nursing opportunities, the Career Crafting framework utilized the Career Tree as a resource for participants to identify career paths that align with their nursing strengths, values, and passions. Additionally, the organization maintains Magnet® recognition, upholding the gold-standard for nursing excellence, from the American Nurses Credentialing Center. The selected organization invests in the training, education, and development of its nursing staff to provide patient-focused quality care; therefore, this project aligns with the organization’s values, mission, and commitment to its employees, patients, and community.

**Organizational Culture.** As a teaching and service partner with a medical university this organization collaborates with its 30,000 employees and 4,400 physicians and residents on 4,500 research studies and clinical trials. The organization highlights ‘Excellence’ as one of its core values and continuously strives to be better. Each day, research and education are integrated to continually improve excellence in clinical practice. With goals to be transparent and valid, quality metrics are compared to national benchmarks and published for public view. Given its mission, values, leadership, and continuous advances toward quality, this organization was deemed compatible for this quality improvement DNP project.

**SWOT**

A Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis was performed to identify internal attributes—organizational strengths and weaknesses, and external factors—environmental opportunities and threats that may act as facilitators or barriers to the project (see Appendix F).
**Strengths.** The strengths identified in the SWOT Analysis add value to the organization and will be advantageous to the proposed project. Recognized among the best in the nation for quality of care and patient satisfaction, this organization demonstrates ongoing evidence of clinical excellence. For the year 2020-2021, this organization was ranked top 10 hospitals in the US News & World Report Best Hospital Honor Roll (2021); awarded re-designation of Magnet® Recognition; identified as a Leader in Lesbian Gay Bisexual Transgender (LGBTQ) Equality; and recognized as the College of Healthcare Information Management Executives (CHIME) ‘Most Wired’ healthcare organization (NM, 2021). Affiliated with a medical university, the large academic hospital takes pride in its collaborative innovation and research programs among physicians, residents, advanced practice providers, and nurses. Additionally, the nursing shared leadership structure and process provides nurses with opportunities to be involved with patient care and professional decision-making, develop transformational leadership skills, and positively impact patients and the nursing profession. The proposed project setting offers clinical and professional education and experiences for all employees interested in their care, career, and community (NM, 2021).

Analysis of the environment identified strengths that support the organization’s initiatives to achieve its goals. The system’s transition from the Press Ganey survey platform to the Medallia patient experience will increase participation, effectively analyze feedback, and allow for real-time interaction with the reviewer. Medallia’s mapping and integration software will not only highlight opportunities to increase staff engagement, but also acknowledge areas that may benefit from positive reinforcement. This new survey platform was used to capture preliminary data that show organizational need for implementation of the Career Crating program.

**Weaknesses.** The SWOT Analysis detected weaknesses at the organizational level that may impact performance and adaptability. First, the complexity of the system introduces ridged bureaucratic structures that require all processes fit within the organization’s strategy. This project’s framework may be limited, delayed, or altered by organizational capacity to adopt the
model via executive and committee approval. Second, as this proposal highlights, nursing staff moral and engagement is low. Further, competing agencies and healthcare systems offer lucrative compensation and benefits, negatively impacting the brand image among local clinicians. This phenomenon impedes the organization's ability to retain existing employees and hire new full-time staff. Consequently, temporary nurses are hired into clinician roles with 3-month contracts. Without internal enthusiasm and self-motivation, nursing participation with this project may be inadequate.

**Opportunities.** With heightened public awareness and demand for safe, quality care, the Institute for Healthcare Improvement published the Quadruple Aim framework to optimize health system performance. The framework supports innovative designs that simultaneously pursue three dimensions; (1) improve the patient experience of care; (2) improve the health of populations; (3) reduce the per capita cost of health care; and (4) support care team well-being (Institute for healthcare Improvement, 2021). The organization holds itself accountable for all four IHI Quadruple Aim dimensions and invests in ambitious improvement at all levels of the system. Aligning IHI’s framework and the Joy in Work model (see Appendix D) with the principles of Job Crafting engages staff to appreciate the meaning and purpose of their work. This DNP project will contribute to the four dimensions by engaging nurses in their work and enhancing nurse well-being, which will subsequently elevate patient care and combat bedside errors.

**Threats.** Disadvantageous environmental situations may jeopardize organizational actions, including this project's proposed activities. The job crafting framework coordinates nurse ambitions with organizational goals, connections, and resources. However, allocation of resources to other priorities will limit the resources and experiences available to nurses through the job crafting program. Additionally, increasing demands on healthcare, such as the COVID-19 pandemic, population growth, life expectancy, and comorbidities, will continue to weigh on nurse engagement and well-being. Without organizational identification, nurses may seek
CREATING A NURSE CAREER CRAFTING® PROGRAM

external opportunities that offer competitive salaries and benefits, such as travel agencies and competing healthcare systems. These threats may limit nursing capacity and involvement with the proposed program.
Chapter 2

Goal and Aims of the Project

As Career Crafting increases personal and organizational performance, the methods in this project focused on attaining resources and a convenient learning environment for the program. This DNP project created a Career Crafting Framework and Program for RNs in a large US urban teaching hospital. Based on this goal, the following aims were used to guide the completion of this project.

The aims of this project were:

1. To create a Career Crafting Framework and Program for RNs in a large US urban teaching hospital.
2. To implement and evaluate the program.
3. To make recommendations for the scaling and sustainability of the program.

Methods

1) Aim 1: To create a Career Crafting Framework and Program for RNs in a large US urban teaching hospital.
   a. Program objectives and outcomes were modified from the Job Crafting model created by Wrzesniewski and Dutton (2001) to meet the needs of nurses.
      i. Through task, relational, and cognitive crafting, participants improved their perception of the meaning of their work and work identity (Wezesniewski & Dutton, 2001).
      ii. Curriculum content was developed, outlined, and scripted by the project manager (see Appendix I).
   b. The program curriculum was divided into three 20-minute virtual modules that were accessed on-demand during an 8-week period (see Appendix I).
      i. Task Crafting (session 1); Relational Crafting (session 2); Cognitive Crafting (session 3).
ii. Participants accessed the training program through the organization’s educational platform for employees.

iii. The organization’s professional development committee was consulted to ensure the program aligns with organizational resources.

c. The JCQ was chosen to evaluate knowledge acquisition and intention to exercise task, cognitive, and relational crafting skills in the workplace (see Appendix G).

d. Open-ended questions assessed program satisfaction and intent to stay with the organization, following completion of the 3-part series (see Appendix H).

2) Aim 2: To implement and evaluate the program.

a. Participants were recruited through email, unit newsletter, and huddle announcements. Weekly reminders were sent by the project manager, via email, unit newsletter, and huddle announcements until the minimum participation (n=30) was met.

   i. Participation was voluntary; however, recruitment material stipulated full participation as a condition to enrolling in the Job Crafting Program. Full participation was realized when the pre-JCQ, 3 sessions—Task Crafting, Cognitive Crafting, and Relational Crafting videos, and post-surveys were completed.

   ii. The targeted group included in-patient medicine RNs in a large urban hospital.

   iii. Exclusion criteria: student RNs, RNs who were within their new hire 90-day probation period, and RNs enrolled in Performance Improvement Plans, per organization standards.

b. The 3-part series was available to access on-demand, starting with video 1 and subsequent videos opened upon completion. Subsequent videos were locked.
until the preceding video was completed. Participants had access to the program throughout a continuous 8-week period.

c. To encourage participation in the program, the project manager held weekly check-ins with unit managers via Teams, until the minimum participation (n=30) was met.

d. The project manager held bi-weekly huddles on Teams to keep executive sponsors—External Expert, and Engagement Director—up to date on operations throughout the duration of the implementation.

e. Project Implementation Timeline (see Appendix J).

i. The Career Crafting Program had a go-live date of 10/19/22, and concluded on 12/19/22. Participants had access to the Career Crafting Program throughout the 8-week period.

ii. Weekly fidelity meetings were held with stakeholders—unit managers and the professional development committee, who partnered with the project manager to encourage RN participation in the program—to report any feedback from Job Crafting Program participants. Following the first week, huddles reconvened on a bi-weekly basis. Accessibility to the virtual program and recruitment efforts were modified based on feedback during huddles. Huddles were held via Teams for 5 minutes.

iii. The executive sponsor was updated bi-weekly on program operations during currently scheduled one-on-one meetings. These updates were provided throughout the 8-week period.

iv. As described in f and g, pre-data [JCQ] was collected as participants enroll in the program, prior to beginning the training; post-data [JCQ and qualitative survey] were collected upon completion of the implementation phase and analyzed by 1/15/2022.
CREATING A NURSE CAREER CRAFTING® PROGRAM

f. A pre-JCQ was presented to participants via QR code/web link upon user launch of video 1 (see Appendix G). Users were not able to advance to the next page until the questionnaire was completed.

g. Immediately following completion of video 3, participants were asked to complete a program evaluation and post-JCQ via QR code/web link (see Appendix H). Responses to the evaluation and questionnaires were deidentified and reported in the aggregate for confidentiality purposes.
   i. Program evaluation consisted of open-ended questions to assess satisfaction with the program (see Appendix H).
   ii. Intent to stay with the organization as it relates to the Career Crafting program was assessed with an open-ended question (see Appendix H).

h. Descriptive and bivariate statistics was used for evaluation.
   i. A paired t-test was completed to compare pre-post test results for the JCQ.
   ii. Open-ended program evaluation questions were analyzed descriptively and thematically.

3) Aim 3: To make recommendations for the scaling and sustainability of the program.
   a. Following the completion of the implementation period and program evaluation, findings were presented to the executive sponsors via PowerPoint presentation.
      i. A plan for sustainability was recommended during the executive sponsor meeting.
   b. Recommendations to scale the Career Crafting Program for RN staff throughout the 11-hospital system was discussed with executive sponsors.
      i. Adaptation to meet the needs of ambulatory nurses was considered in this phase.
Sustainability Plan

The organization’s online platform offers trainings, courses, and classes that provide continued education units (CEU) and certificate programs to employees. The Career Crafting Program may be made available for all clinical nurses to attend as an on-demand virtual learning course and earn 1.25 CEUs upon completion of the program. The organization’s educational academy oversees the learning course operations and was therefore recommended as the managing team of the virtual program. These responsibilities include functional accessibility, system maintenance, and any platform software updates. As subject matter experts of the growth and development of the clinical nurse role, it was recommended that the nursing professional development team assumes responsibility for oversight of ongoing currency of the program’s content. This team was recommended to assess any necessary updates of course content and resources offered in the program for continued alignment with the organizations’ strategic goals, resources and offerings. To ensure cohesive and effective communication between the academy and nursing professional development team, it is recommended this program is reviewed at a team committee on an annual basis with consultation and participation of the program manager as subject matter expert. To ensure the program is hardwired into the management structure and processes, nurse leader training and support is highly recommended.

Plan for Scalability

There is potential for the Career Crafting Program to be scaled at the organizational level and offered across the 11-hospital system. The online learning platform is accessible to all employees and this program can be offered to all nurses by incorporating the resources available at each hospital. For the purpose of this DNP Project, the Career Crafting Program was adapted to reflect the task, cognitive, and relational resources currently offered to RNs in an academic medical center. This novel project can be adapted to meet the needs of other
hospital systems and healthcare settings and therefore, may serve as a foundation to increase RN work engagement across healthcare settings nationally.

**Dissemination**

Association conferences and nursing journals with aligned missions and visions have been considered for dissemination of project and findings. Serving as a resource for the healthcare community and promoting opportunities that enhance the nursing profession (ALSN, 2021). This DNP project has been accepted for poster presentation at the American College for Healthcare Executives (ACHE) 2023 Congress in Chicago, Illinois and publication on the ACHE website. Additionally, with a mission to shape health care through innovative and expert nursing leadership (AONL, 2021), this DNP project will be submitted to the American Organization for Nursing Leadership Journal (AONL) and related journals for publication.

**Statement Related to Human Subjects.**

This DNP project has been deemed quality improvement by Yale University’s Institutional Review Board approval. It poses minimal risk to participants.
Chapter 3

Business Considerations

Applying Job Crafting skills—task, cognitive, and relational crafting, empowers employees to create a positive self-image, find joy and meaning in their work, and make connections with others. In doing so, employees have autonomy to increase work satisfaction, engage with work resources, improve work well-being, and foster their sense of organizational identification (Dominguiz et al., 2018). With reinvigorated work meaning, job crafters demonstrate improved engagement, thus reducing burnout and its associated ramifications (see Appendix M).

This DNP Project had no incremental direct expense; however, indirect costs were considered. The program was developed by the project manager, and thus did not have associated costs. IT support and services required up to 10 working hours, and based on the average IT salary at the organization, indirect IT expenses were estimated at $400.00. RN participation in the program was voluntary and no monetary stipend was provided. Sponsor and stakeholder huddles required attendance during working hours and may have had an indirect associated cost of up to $1,080.00.

As the Financial Analysis depicts (see Appendix M), implementation of the Career Crafting Program did not result in direct cost reduction or avoidance. The literature review of this proposal notes that work engagement, organizational identification, job satisfaction, and well-being, are correlated with nursing care practices. Wrzesniewski and Dutton (2001) found that Job Crafting improves employee job experience; therefore, successful implementation may have had an indirect, positive impact on the ramifications associated with RN burnout. By improving the RN working experience, long term outcomes may include improvement in quality of care and patient and workplace safety as well as reduction in medical errors and hospital acquired infections. With an engaged RN workforce and high quality of care, long term
CREATING A NURSE CAREER CRAFTING® PROGRAM

organizational outcomes may include increased patient engagement, patient loyalty, and HCAHPS Likelihood to Recommend score.

Risk Assessment and Control

Organizational structure, stakeholder buy-in, and engagement in the Career Crafting Program aligned with the timeline and purpose of this DNP Project, and aided in a successful implementation. Six risks were identified and risk control plans were established with the process owner to monitor each risk and outline initiatives that support the implementation, sustainability, and scalability of the program (see Appendix L).

At the organizational level, it was imperative that the project goals align with the organizational culture. To monitor and control this risk, the project manager attended quality meetings where internal assessments of the organization’s culture are reported bi-annually. At the executive level, changes in leadership, structure, strategic priorities, or resources could have prevented this project from moving forward to its next phase. Regularly scheduled meetings with the CNE and engagement director, ensured communication on executive level changes that could have impacted the project. Nursing leadership and RN buy-in was required for successful implementation of the Career Crafting Program. Background education was presented at the stakeholder monthly meeting and participation was encouraged via unit huddles, email, and newsletter. To ensure accessibility and usability of the program, a partnership with the IT department was maintained. The project manager held IT team meetings throughout the development and implementation of the Career Crafting Program. No risks arose during the development, implementation, sustainability, or scalability phase of this DNP Project.
Chapter 4

Results

Implementation of this project was conducted at an urban teaching hospital between October 19th through December 19th, 2022. The intended sample size of 30 inpatient RN participants was met (n=30), with an additional 3 cohorts slated for post program implementation. Evaluation of this project was completed using descriptive and bivariate statistics.

Job Crafting Findings

The Job Crafting Questionnaire (JCQ) (Slemp & Vella-Brodrisk, 2013) was administered via QR code/weblink to a Microsoft Forms survey. The pre- and post-program self-efficacy data were analyzed using a paired T-test to evaluate intent to engage in Task, Cognitive, and Relational crafting activities. JCQ mean scores proved significantly higher ($p<.0001$) post-program when compared to pre-program scores on all 12 self-efficacy items measured (see table 2).

The data were analyzed to compare individual self-efficacy scores based on past application of task crafting, according to how often the participant engaged in the following: introducing new approaches to improve your work; change the scope or types of tasks that you complete at work; introduce new work tasks that better suit your skills or interests; choose to take on work tasks that suit your skills or interests; change the way you do your job to make it more enjoyable for yourself; and change minor procedures that you think. The results showed self-efficacy scores in each of these actions, improved at the same highly significant level ($p<.0001$) after implementing the Career Crafting program.

Self-efficacy mean scores of intentionally applying cognitive crafting skills were each significantly higher post-implementation compared to pre-implementation scores, based on how often the participants engage the following behaviors: give preference to work tasks that suit your skills or interests (think about how your job gives your life purpose; remind yourself about
the significance your work has for the success of the organization; remind yourself of the importance of your work for the broader community; think about the ways in which your work positively impacts your life; and reflect on the role your job has for your overall well-being. Analysis of the results showed self-efficacy of each of these behaviors increased after implementing the Career Crafting program ($p<.0001$).

Relational crafting self-efficacy data were analyzed, comparing pre- and post-implementation data on how often participants completed the following activities: make an effort to get to know people well at work; organize or attend work related social functions; organize special events in the workplace; choose to mentor new employees; and make friends with people at work who have similar skills or interests. Total self-efficacy scores were significantly improved for each activity post-implementation of the Career Crafting program ($p<.0001$) (see Appendix K).

**Program Evaluation Findings**

Program evaluation consisting of open-ended questions was analyzed descriptively and assessed *participant satisfaction* upon completion as it related to intent to stay with the organization. Eighty-seven percent of the participants reported that the program positively influenced their decision to remain with the organization (see table 3). This stands in stark contrast to preliminary survey findings one year prior where less than a quarter of the Nursing workforce would favorably recommend it as a workplace.

**Themes**

There were three themes identified in the responses to the program evaluation. All themes focused on the need for continued career support whether by programming as provided in this project, or by individual support. The three themes were “need for recurring programming”; “need for immediate managerial support”; and “need for continued career support”. For recurring programming, one respondent answered: “These reflection questions should be offered to all nurses every year.” The need for immediate managerial support was
reflected in the following response: “It would be helpful if these results could be shared with my manager so she could also know my career plans and help me make these goals.” The third theme, the need for continued career support, was best exemplified in this response: “Having someone to follow up with as I progress through this career map would be helpful.” Please see Appendix L for a table listing themes and responses.

Change to Intent to leave

The overwhelming majority of respondents reported that the program changed their position on intent to leave. Post program they were much more inclined to stay in their positions as they now saw things differently. Participants saw potential and opportunities for themselves that they had not previously seen and they considered their strengths in a new light. This is highlighted in the following responses: “Yes because I didn’t know when I was going to leave I just knew that I would leave at some point to get better pay and benefits and I was thinking about grad school. But now I feel like I will have good support applying for school and looking to for new roles here.” “I was struggling with where I belong (medicine, MICU, or observation nursing) and I was feeling like I might be ready for a change. Completing this with [the project manager] helped me find a good career plan for the next couple of years until I reach my goals.”
Chapter 5

Discussion

Development and Implementation

This quality improvement initiative included the development and implementation of a Career Crafting framework and program for in-patient medicine RNs in a large urban teaching hospital. The framework modified the Wrzesniewski and Dutton (2001) Job Crafting model and partnered its objectives with the IHI Joy in Work Framework (Perlo et al., 2017) to provide nurses with a curriculum that meets their unique job resources and demands. The content and script were developed by the project manager and guided participants through three self-paced modules. By practicing self-reflection, participants identified their nursing strengths, values, and passions that support the meaning and joy they find in their work. Gaining this personal insight allowed participants to be guided through a career path plan that aligns the meaning of their work with resources that are available to support their goals.

Fostering an innate connection between purposeful self-reflection practices and structured resources was an essential aspect of framework development. The Career Crafting framework was designed for the crafting content to be self-guided and self-paced, allowing participants to fully engage in self-reflection and identify the aspects of their nursing work and career that ignite personal meaning, purpose, and joy. Guidance from the project manager was incorporated as participants applied their personal reflections from the self-paced modules to the creation of their career plans. In this next phase, participants aligned the meaningful aspects of their work with the resources that are available to help them enhance their strengths, learn new skills, and grow their career. Each participant completed the program with the creations of a physical, personalized career map that outlined short- and long-term goals support the achievement of their career plan. The creativity and engagement generated between the participant and project manager was a critical component successful deliverables and implantation.
This timely project was implemented following the COVID-19 pandemic, when the health care industry saw a plummet in nursing workforce numbers, rapid rates of burnout, and a surge of perilous practices. Considering the emotional and psychological experience of the pandemic, nurses may be callous toward the profession and express a decrease in interest for career development. However, following the first cohort enrollment of 30 RNs, an additional three cohorts, and growing, applied for the Career Crafting program post-implementation.

Career development and job resources are vital elements of work satisfaction, engagement, and retention. Providing RNs with an established Career Crafting program, including modules, resources, and development of a career map, helps to foster a nursing workforce that finds meaning and joy in their work, is engaged with their patients, and loyal to their organization.

**Discussion of Findings**

A total of 30 in-patient medicine RNs were enrolled in this project during the eight-week implementation period. All aspects of the framework and program were well received by participants. The value of providing self-paced and self-guided modules should improve participant buy in and use. All participants completed the three crafting modules and developed a career map with the project manager. Forty percent of participants recommended the program be available to all nurses and on a reoccurring basis and 20% of participants noted that career coaching, consulting, or guidance was a valuable aspect of the program. Importantly, 87% of participants stated that the program positively influenced their intent to stay with the organization.

The JCQ allowed for evaluation of the participants change in self-efficacy in respect to the purposeful application of the crafting skills and behaviors. All self-efficacy items were significantly improved following implementation of the Career Crafting program (n=30). This project was executed with a narrow implementation period to determine impact of a career crafting program on crafting self-efficacy, RN interest in career development, and intent to stay
with the organization. Given the statistical significance of the data, growing demand of the program, and successful implementation of the framework, it is recommended this program be scaled to a broad audience across healthcare.

**Scalability and Sustainability**

This project has allowed for the development and implementation of a Career Crafting framework and program as a pilot and provided exceptional feedback regarding the delivery of the structure and final deliverable for participants. The outcomes of this project support the significant positive impact this project had on nursing intent to stay with the organization and self-efficacy of job crafting skills. As the healthcare industry shifts focus toward workforce wellbeing, retention, and job satisfaction, it is the ideal time to scale and implement this framework and program to all nurses and healthcare professionals across the nation. The virtual format makes it feasible to expand the scope of this project and implement with different hospitals, health care settings, universities, and professional associations.

To scale and sustain the Career Crafting program, modifications should be considered. Following the self-guided modules that engage participants in reflection of their meaning in work, participants built a career map with the project manager. As discussed in the results, 20% of the program evaluation responses requested continued career support through a form of coaching, mentoring, or consulting. To attain similar outcomes to this pilot cohort, individual career coaching would be essential; however, this model may not be efficient for scaling and sustaining the program as one-to-one attention requires significant time and resources. Alternative resources that inspire career growth and recommend opportunities should be considered if expanding the scope of this Career Crafting program.

**Broader Healthcare System Implications**

When work demands exceed job resources, employee psychological and physical health endure adverse consequences. RNs experience this first had as nursing shortages, due to voluntary turnover and increased intent to leave, exacerbate work demands and burnout
symptoms. With a skeleton workforce and disengaged employees, healthcare organizations see rising levels of adverse events and dysfunctions at the system level. By introducing Career Crafting techniques, organizations have the opportunity to support their employees to experience work as a career and calling and find meaning in their work, despite complex or difficult contexts. The guided reflection offered in this project focuses on key elements of career success and available, but often unknown or under-utilized organizational resources. Through this Career Crafting program, nurses learn to align their nursing career path with their identified purpose, resulting in increased work satisfaction and loyalty to the organization.

**Conclusion**

The work environment—job demands and available resources—significantly influence work engagement, which is linked to job satisfaction and intentional turnover. To mitigate RN burnout and voluntary turnover, quality improvement efforts should focus on initiatives that support work engagement. This novel program successfully demonstrated increased perception of engagement by a majority of participants. Due to the compelling findings of the project and continued high interest in enrollment by hospital RNs, the program has potential for scale across this hospital system as well as regionally and nationally as a dynamic nursing workforce solution.
References


Levels-of-evidence_2014.doc.docx


https://www.jointcommission.org/-

/media/tjc/newsletters/quick_safety_nurse_resilience_final_7_19_19pdf.pdf


https://www.cdc.gov/hai/pdfs/hai/scott_costpaper.pdf


Appendix A

PRISMA Flowchart

Records identified through PubMed database searching (n = 165)

Additional records identified through EBSCOhost database searching (n = 76)

Additional records identified through OVID database searching (n = 115)

Records after duplicates removed (n = 326)

Records screened for exclusion (n = 296)

Full-text articles assessed for eligibility (n = 200)

Excluded by publication type, date, full-text, language (n = 96)

Excluded by title search and abstract review (n = 179)

Studies included in ROL (n = 21)

Inclusion criteria: job crafting application, job crafting behaviors, job crafting training program (n = 12)

Studies included in matrix (n = 9)

YSN 2020
### Appendix B

#### Evidence Matrix

<table>
<thead>
<tr>
<th>Title, authors, date</th>
<th>Purpose</th>
<th>Sample</th>
<th>Level of Evidence, Design, Method</th>
<th>Results</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baghdadi, N. A., Farghaly Abd-El Ailiem, S. M., &amp; Alsayed, S. K. (2020). The relationship between nurses’ job crafting behaviours and their work engagement. <em>Journal of nursing management</em>, 10.1111/jonm.13141. Advance online publication.</td>
<td>Investigate the relationship between job crafting and work engagement among hospital nurses</td>
<td>N= 549 nurses working &gt;6 months with the selected organization, most participants were females (85.1%)</td>
<td>Level III Cross-sectional, correlational, descriptive study</td>
<td>Job Crafting Scale mean score (range: 1-5) = 3.54 ± 0.5 Utrecht Work Engagement Scale (range: 0-6) = 4.77 ± 1.1 Work engagement was positively associated with the job crafting total score (r= 0.598, p-value &lt;0.001) and all dimensions range from r= 0.252 to 0.640, all p-values &lt;0.001. Job crafting accounted for</td>
<td>The study site’s culture and policies emphasize the importance of investment in human resources and a team approach model. Nurses were encouraged to actively participated in decision-making processes and pursue professional development activities.</td>
<td>Study sample was conveniently selected from a single site; thus, generalizability of results is limited. Data is self-reported; therefore, risk of response bias and subjectivity exists. Study only shows evidence of association between study variables; a causal relationship may not be inferred.</td>
<td>The study is among the first to investigate the association between job crafting and work engagement among nurses. Results demonstrate that job crafting accounted for more than half of work engagement variance. Results imply that managers who support staff nurse development of job crafting skills would see greater work engagement benefits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To examine the impacts of job demands and resources on Chinese nurses’ mental health and patient safety with the job-demands resources model</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=2095 registered hospital nurses from 25 provinces of mainland China</td>
</tr>
<tr>
<td>Convenient sample</td>
</tr>
<tr>
<td>Level III Cross-sectional Self-reported questionnaires Athens Insomnia Scale Practice Environment Scale of the Nursing Work Index Job Crafting Scale Emotional Exhaustion Scale Utrecht Work Engagement Scale General Health Questionnaire</td>
</tr>
<tr>
<td>Job crafting positively correlated with attitudes about patient safety ($r = 0.459$, $p &lt; 0.01$) Insomnia and burnout significantly predicted mental health ($\beta = 0.27$, $0.45$, $p &lt; 0.001$ and $p &lt; 0.001$, respectively) Nursing professional practice environments and work engagement significantly predicted patient safety attitudes ($\beta = 0.561$, $0.218$, and $p &lt; 0.001$, respectively)</td>
</tr>
<tr>
<td>Improved awareness about the positive effects of job crafting on nurses’ professional practice environment. Public health policy initiatives to provide nurses with opportunities to craft their jobs and mobilize the professional resources needed for them to successfully fulfil their responsibilities. Application of the JD-R model provided compelling evidence of the causal relationships may not be identified from cross-sectional design. Self-reported data has potential for single-source bias Consequential sample included only female nurses</td>
</tr>
<tr>
<td>Job crafting enhanced work engagement and practice environment; work engagement mediated the relationship between perceived job resources and attitudes regarding patient safety; burnout mediated the relationship between job demands and mental health. Nursing management strategies should encourage employees to prevent burnout, promote job crafting and</td>
</tr>
</tbody>
</table>
Creating a Nurse Career Crafting® Program

| Safety Attitudes Questionnaire | p< 0.001, respectively) | Job crafting had a positive effect on work engagement and the professional practice environment (β= 0.31 and p< 0.001) | ability to extend the use of the model. | work engagement, and in turn, promote nurses’ mental health and patient safety. |

| Jarden, R. J., Sandham, M., Siegert, R. J., & Koziol, M. J. (2020). Conceptual model for intensive care nurse work well-being: A qualitative secondary analysis. Nursing in Critical Care, 25(2), 74–83. | To explore ICU nurse work well-being concepts and strengtheners from a job crafting design perspective; develop a conceptual model; and inform future work well-being initiatives, programs, and interventions | N=82 ICU nurses | Convenient Sample | Randomized into 3 sub-studies | New Zealand | Level III Mixed methods Qualitative secondary analysis | Thematic analysis and pre-design, open cart-sort technique | Highlights five facets of ICU nurse work well-being: healthy, authentic, meaningful, connected, and innovative. | Facets were related to theoretical foundations of well-being: Maslow’s Hierarchy of Needs, Person-Environment Fit Theory, Self-Determination Theory, and Flow Theory. | Potential for existing research bias through secondary analysis; mitigated | Opportunities for job crafting and redesign were identified and presented in a conceptual model of ICU nurse work well-being. Model provides nurses, ICU teams, health care organizations, and workers’ well-being program and policy developers with opportunity to collaborate on enhancing ICU nurse work well-being. |
|---|
| To examine the associations of employees’ job crafting behaviors (JCB) with their occupational satisfaction and workplace behavior (IWB) and gain better understanding of rising occupational uncertainty during this critical time, based on the job demands-resources (JD-R) theory. |
| N= 311 employees of six manufacturing companies; Convenience sample in Zhejiang, China. |
| Level III Cross-sectional Job demands resources (JD-R) model. JCB is positively associated with occupational satisfaction ($r = 0.725, p<0.01$), IWB ($r = 0.719, p<0.01$), and work engagement ($r = 0.658, p<0.01$). Work engagement is positively related to IWB ($r = 0.707, p<0.01$) and occupational satisfaction ($r = 0.712, p<0.01$). |
| Provide bridge connecting theory to practice—JCB is an effective means for boosting employees’ work engagement and IWB. |
| Self-reports may be susceptible to single bias. Common method variance may be present (mediated to control for CMV). |
| Implications for increasing employee’s occupational satisfaction and innovation performance. |

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To investigate the extent to which residents possess job crafting skills and compare residents’ levels of job crafting skills to residency training.</td>
</tr>
<tr>
<td>N= 202 surgical residences across 15 residency programs in Columbia.</td>
</tr>
<tr>
<td>Level III Cross-sectional Job crafting was positively related to work engagement and negatively related to burnout. Adequate sample size based on the power, bias and rule of thumb rule indicating at least 100-200 observations. Study population from public, private, and no measure of the work environment—degree of autonomy residents enjoyed and their involvement in job related decision-making.</td>
</tr>
<tr>
<td>Job crafting behaviors can model residents’ wellbeing at work.</td>
</tr>
<tr>
<td>Interventions to cultivate residents’ job crafting abilities may reduce</td>
</tr>
<tr>
<td>Study</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Yepes-Baldo, M., Romeo, M., Westerberg, K., &amp; Nordin, M. (2018). Job crafting, employee</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Job crafti

and nursing home employees on perceived well-being and quality of care in Spain and Sweden.

Non-probabilistic accidental sampling

Job Crafting Questionnaire (JCQ)

Quality of Care Questionnaire (QoC)

General Health Questionnaire (GHQ-12)

$p<0.01$) and employees’ well-being ($r=0.201, p<0.01, \beta=0.171, p<0.01$)

and residents’ well-being.


To define organizational identification of nurse performance and job crafting levels and correlations between the concepts.

N=240 nurses from five hospitals in Istanbul—public university hospital, foundation university hospital, private hospital, and two research

Level III Cross-sectional

Job Crafting Scale

Employee Performance Scale

High correlation between organizational identification and employee performance ($r=0.631, \ p<0.001$)

Moderate correlation

Reliable instruments used.

Increased job crafting skills increased organizational identification and improved employee performance.

Single method-questionnaires used, posing a common-method variance risk.

Incorporating discussion about job crafting into developmental planning meetings with staff will allow employees to take more ownership of their roles or providing training opportunities to each employee about job crafting to create meaningful and productive work.

Increasing the performance of nurses will increase the efficiency of organizations.

Recommended to develop and apply working environments and managerial
| And training hospitals of public hospital union. | Organizational Identification Scale | Between job crafting and employee performance ($r=0.512$, $p<0.001$) | Strategies to increase nurse performance, and improve their job crafting. |
| Convenienc sampling Istanbul | Nurse Performance Scale | |


To investigate the relationship between job crafting and positive and negative aspects of mental health among employees in Japan.

N= 894 employees of a manufacture company in Japan

Convenience sample Japan

| Level III Cross-sectional Job Crafting Questionnaire | Increasing structural job resources, social job resources, and challenging job demands was significantly and positively associated with work engagement ($\beta=0.31$, $p<0.001$; $\beta=0.14$, $p<0.001$; $\beta=0.36$, $p<0.001$, respectively). | First study to identify psychological distress as negatively associated with increasing structural job resources. | Self-report questionnaire leaves possibility for bias. |
| Utrecht Work Engagement Scale (UWES) Brief Job Stress Questionnaire (BJSQ) | Unexpectedly decreasing hindering job demands was positively associated with psychological distress and | | No causality between job crafting and outcome variables with cross-sectional study design. |

Increasing access to structural job resources (through job crafting skills) will increase work engagement and lower psychological distress.

Increasing social job resources and challenging job demands will increase work engagement. A job crafting training program, aimed at increasing job resources will improve work engagement and decrease burn out.

To examine the effectiveness of a job crafting intervention program on work engagement, as well as job crafting and psychological distress.

N= 54 managers in a manufacture company
N=25 managers of a private psychiatric hospital

Level I Quasi-Experimental
Pilot Study
Job crafting intervention program—two 12-minute sessions with a two-week interval between.

Outcomes were assessed at baseline, post intervention, and a one-month follow-up.

Time as an indicator of intervention effect.

Utrecht Work Engagement Scale (UWES)
Brief Job Stress

Job crafting intervention had a significant positive effect on work engagement.

The program showed a significant effect on psychological distress.

The program showed a significant positive effect on job crafting.

The program contains three factors of job crafting—task, relational, and cognitive crafting.

The program had a positive effect on cognitive crafting and work engagement.

No control group
Lower statistical power due to small sample size
Sample consisted of only senior staff
Short follow-up period
Did not assess job or personal resources, which were predictors of work engagement in the JD-R model

The program’s framework supports a theoretical prediction of job crafting and improvement with work engagement.
**Questionnaire (BJSQ)**

**Job Crafting Scale**

(Joanna Briggs Institute, 2013).
Appendix C
DMAIC Diagram

Define
High reports of disengagement

Measure
Job Crafting application

Analyze
Process (RCA) Factors (FMEA)

Improve
Implement Job Crafting Program

Control
Assure sustainability and scalability
Appendix D

IHI Framework for Improving Joy in Work
Appendix E

SWOT Diagram

**Strengths**
- Ranked Top 10 Hospital Honor Roll
- Magnet® Recognized
- Leader in LGBTQ Healthcare Equality
- Affiliated with Medical University
- Shared leadership model and committees
- Professional growth and development opportunities
- Academy partnership
- Survey platform and engagement data

**Weaknesses**
- Large organization- bureaucratic, must be approved by appropriate channels and decision process
- Nursing moral
- Brand image

**Opportunities**
- Public emphasis on safe, quality care
- IHI Triple Aim

**Threats**
- Increasing demands on healthcare (i.e., population, life expectancy, comorbidities)
- Competitive pay and benefits (RN Travel agencies and competing healthcare systems)
Appendix F

Job Crafting Questionnaire

1. Introduce new approaches to improve your work*
   1 (Hardly Ever) 2 3 4 5 6 (Very Often)

2. Change the scope or types of tasks that you complete at work
   1 (Hardly Ever) 2 3 4 5 6 (Very Often)

3. Introduce new work tasks that you think better suit your skills or interests
   1 (Hardly Ever) 2 3 4 5 6 (Very Often)

4. Choose to take on additional tasks at work
   1 (Hardly Ever) 2 3 4 5 6 (Very Often)

5. Give preference to work tasks that suit your skills or interests
   1 (Hardly Ever) 2 3 4 5 6 (Very Often)

6. Think about how your job gives your life purpose
   1 (Hardly Ever) 2 3 4 5 6 (Very Often)

7. Remind yourself about the significance your work has for the success of the organisation
   1 (Hardly Ever) 2 3 4 5 6 (Very Often)

8. Remind yourself of the importance of your work for the broader community
   1 (Hardly Ever) 2 3 4 5 6 (Very Often)

9. Think about the ways in which your work positively impacts your life
   1 (Hardly Ever) 2 3 4 5 6 (Very Often)

10. Reflect on the role your job has for your overall well-being
    1 (Hardly Ever) 2 3 4 5 6 (Very Often)

11. Make an effort to get to know people well at work
    1 (Hardly Ever) 2 3 4 5 6 (Very Often)

12. Organise or attend work related social functions
    1 (Hardly Ever) 2 3 4 5 6 (Very Often)

13. Organise special events in the workplace (e.g., celebrating a co-worker’s birthday)*
    1 (Hardly Ever) 2 3 4 5 6 (Very Often)

14. Choose to mentor new employees (officially or unofficially)
    1 (Hardly Ever) 2 3 4 5 6 (Very Often)

15. Make friends with people at work who have similar skills or interests
    1 (Hardly Ever) 2 3 4 5 6 (Very Often)

(Slemp & Vella-Brodrisk, 2013)
## Appendix G

### Program Evaluation

<table>
<thead>
<tr>
<th>Recommendations for improving the program or its delivery? Please explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has the completion of this program changed your intent to stay with the organization? Please explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional comments?</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>
Appendix H

Job Crafting Curriculum

**Task Crafting**
Modifying activities in your job:
1. Expanding or reducing the scope of tasks
2. Altering the way your perform tasks
3. Reflection on current work-related values, strengths, and passions
4. Exercise to identify current job tasks

**Relational Crafting**
Expanding the nature of your interactions:
1. What individuals or groups could support your work or interests?
2. Reflection on current relationships
3. Exercise to identify individuals that may serve as experts of your work and goals

**Cognitive Crafting**
Altering your mindset:
1. Reflect on how you spend time and energy at work
2. Exercise to identify beneficial job crafting skills
3. Align job crafting skills, job resources, and relationships into an action plan
4. Implement action plan (committees, projects, career development, mentorship, etc.)

(Wrzesniewski & Dutton, 2001)
Appendix I

Career Crafting Framework®

Joy in Work

1. "What matters to you?"

2. Identify the barriers to joy in work

3. Creating joy in work through shared responsibility

4. Improvement science to improve joy in work

Job Crafting

How do RNs find meaning in their work?

What are the barriers to engaging in meaningful work?

Task, Relational, and Cognitive Crafting activities

Job Crafting: mentorship, continuing education, committees, clinical projects

Choice and autonomy

Camaraderie and Teamwork

Daily Improvement

Wellness and Resilience
### Appendix J

#### Financial Analysis

#### Job Crafting Program

**Financial Analysis**

<table>
<thead>
<tr>
<th>Project Cost Components</th>
<th>Budget</th>
<th>Actual</th>
<th>(Under)</th>
<th>Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Development</td>
<td>$</td>
<td>- $</td>
<td>1,480.00</td>
<td>$</td>
</tr>
<tr>
<td>IT Support</td>
<td>$</td>
<td>- $</td>
<td>400.00</td>
<td>- $</td>
</tr>
<tr>
<td>RN Attendance</td>
<td>$</td>
<td>- $</td>
<td></td>
<td>- $</td>
</tr>
<tr>
<td>Stakeholder Huddle</td>
<td>$</td>
<td>- $</td>
<td>1,060.00</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
<td>- $</td>
<td></td>
<td>- $</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost Reduction</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Cost Avoidance</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td><strong>Total Project Cost Benefit</strong></td>
<td>$</td>
<td>- $</td>
<td>(1,480.00)</td>
<td>(1,480.00)</td>
</tr>
</tbody>
</table>

#### Cost Reduction/Avoidance

<table>
<thead>
<tr>
<th>Staff Experience</th>
<th>Budget</th>
<th>Actual</th>
<th>Cost Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Work Engagement</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Increased Organizational Identification</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Increased Job Satisfaction</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Increase Well-being</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Productivity and Efficiency</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Increased Quality of Care</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Increased Safety (workplace &amp; patient)</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Decreased Medical Errors/HAI</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Patient, Career, and Family Experience Outcomes</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Increase Patient Loyalty</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Increase Likelihood to Recommend</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>Increase Patient Engagement</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td><strong>Total Cost Reduction</strong></td>
<td>$</td>
<td>- $</td>
<td>- $</td>
</tr>
</tbody>
</table>

*Notes:
- Created by PM
- Estimated 5-10 hours of IT support and services at $84.800 ave salary
- Attendance is voluntary and CEUs are to be earned on personal time
- 10 min huddle/week with CNE, VP, directors, managers
- Will support LTR and care practices
- LTR, NPS, -29.5 (0-6, 49.1%; 7-8, 31.2; 9-10, 19.7%)
- 66.5% RN rate top priority
- Comparable studies show indirect outcome of engaged employees
- Literature identifies as an indirect outcome of engaged workforce and high quality of care
- LTR, NPS, 86.1
# Appendix K

## Job Crafting Questionnaire (JCQ) Pre- and Post-Implementation

<table>
<thead>
<tr>
<th>JCQ Self-efficacy Questions</th>
<th>Pre means (SD)</th>
<th>Post means (SD)</th>
<th>t-vale</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce new approaches to improve your work</td>
<td>2.13 (.67)</td>
<td>5.23 (.53)</td>
<td>-18.40</td>
<td>0.0001</td>
</tr>
<tr>
<td>Change the scope or types of tasks that you complete at work</td>
<td>2.10 (.64)</td>
<td>5.30 (.49)</td>
<td>-16.48</td>
<td>0.0001</td>
</tr>
<tr>
<td>Introduce new work tasks that you think better suit your skills or interests</td>
<td>2.33 (.71)</td>
<td>5.1 (.71)</td>
<td>-13.00</td>
<td>0.0001</td>
</tr>
<tr>
<td>Choose to take on additional tasks at work</td>
<td>2.46 (.81)</td>
<td>5.13 (.46)</td>
<td>-12.04</td>
<td>0.0001</td>
</tr>
<tr>
<td>Give preference to work tasks that suit your skills or interests</td>
<td>2.90 (.92)</td>
<td>5.20 (.51)</td>
<td>-12.32</td>
<td>0.0001</td>
</tr>
<tr>
<td>Think about how your job gives your life purpose</td>
<td>2.63 (.65)</td>
<td>5.33 (.29)</td>
<td>-15.53</td>
<td>0.0001</td>
</tr>
<tr>
<td>Remind yourself about the significance your work has for the success of the organization</td>
<td>2.80 (.85)</td>
<td>5.33 (.29)</td>
<td>-15.54</td>
<td>0.0001</td>
</tr>
<tr>
<td>Remind yourself of the importance of your work for the broader community</td>
<td>3.17 (.62)</td>
<td>5.53 (.40)</td>
<td>-12.16</td>
<td>0.0001</td>
</tr>
<tr>
<td>Think about the ways in which your work positively impacts your life</td>
<td>2.56 (1.22)</td>
<td>4.86 (.46)</td>
<td>-9.97</td>
<td>0.0001</td>
</tr>
<tr>
<td>Reflect on the role your job has on your overall well-being</td>
<td>1.93 (.75)</td>
<td>4.63 (.59)</td>
<td>-14.97</td>
<td>0.0001</td>
</tr>
<tr>
<td>Make an effort to get to know people at work</td>
<td>2.60 (.80)</td>
<td>5.23 (.60)</td>
<td>-12.76</td>
<td>0.0001</td>
</tr>
<tr>
<td>Organize or attend work related social functions</td>
<td>2.86 (.81)</td>
<td>5.60 (.32)</td>
<td>-13.85</td>
<td>0.0001</td>
</tr>
</tbody>
</table>
### Creating a Nurse Career Crafting® Program

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean1</th>
<th>Mean2</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize special events in the workplace (i.e., celebrating a coworker’s birthday)</td>
<td>1.93</td>
<td>4.63</td>
<td>-14.97</td>
<td>0.0001</td>
</tr>
<tr>
<td>Choose to mentor new employees (officially or unofficially)</td>
<td>2.60</td>
<td>5.23</td>
<td>-12.78</td>
<td>0.0001</td>
</tr>
<tr>
<td>Make friends with people at work who have similar skills or interests</td>
<td>2.86</td>
<td>5.60</td>
<td>-13.85</td>
<td>0.0001</td>
</tr>
</tbody>
</table>
### Appendix L
Qualitative Themes and Survey Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Identified Themes</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations for improving the program or its delivery?</td>
<td>Make program a reoccurring resource for RNs</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Integrate with managers for continued career support</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Continue to provide coaching or consulting through career progression</td>
<td>20%</td>
</tr>
<tr>
<td>Has the completion of this program changed your intent to stay with the organization?</td>
<td>Yes</td>
<td>87%</td>
</tr>
</tbody>
</table>

\[ n=30 \]