Eindhoven University of Technology

Thesis

Management of Organizational Change and Innovation

Autism & ADHD and the Effects of an Online Job Crafting Intervention on Workplace Well-being, Stigma and Camouflaging Behaviour

September 10, 2024

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1 Abstract

People with autism & attention deficit hyperactivity disorder (ADHD) tend to have problems with the managing of social relationships at work (Adamou et al., 2013; Khalifa et al., 2019; Tomczak, 2021) and report lower levels of personal well-being in the workplace compared to their neurotypical counterparts (Hymas et al., 2022; McDowall et al., 2023). These factors tend to be exacerbated by perceived stigma (i.e. the feeling of being perceived as less valuable than the rest of society) and camouflaging behaviour (i.e. the explicit effort to hide or compensate for autistic or ADHD characteristics) (Cage et al., 2018; Doyle et al., 2022; T. D. Johnson & Joshi, 2016; Turnock et al., 2022). It is suggested that an improved workplace experience and well-being might be found in providing personalised solutions (Lauder et al., 2022; McDowall et al., 2023; Khalifa et al., 2019; Martin et al., 2023). Contemporary job crafting literature reports a positive relationship between job crafting behaviours and an improvement in well-being (i.e. a reduction in burnout, reduction of job strain, fatigue and stress, and increased levels of work engagement) (De Devotto et al., 2020; Lichtenthaler & Fischbach, 2019; Tims et al., 2013). Job crafting behaviour and their consequent effects on well-being can then be further improved via job crafting interventions (Demerouti, 2023; Demerouti et al., 2021; Oprea et al., 2019). This study aimed to investigate the potential effectiveness of job crafting (i.e. seeking resources, optimising demands, minimising demands, and relational crafting) and job crafting interventions amongst an autistic & ADHD sample for addressing workplace well-being (i.e. anxiety, work engagement, and exhaustion), camouflaging behaviour and perceived stigma. The intervention was expected to increase job crafting behaviours which in turn would trickle down to higher levels of well-being (i.e., lower levels of anxiety, higher levels of work engagement, and lower levels of fatigue). and goal attainment, whilst also producing lower levels of perceived stigma and camouflaging behaviour. It was also expected that the job crafting behaviours would partially mediate these effects. The quasi-experimental study revealed that following the 4-day online self-training intervention, the participants showcased increased levels of expansion-oriented relational crafting indicating that the intervention improved socialisation efforts. Additionally, the intervention participants reported lower levels of exhaustion following the intervention and decreased feelings of perceived stigma relating to authenticity. However, no support was found that the intervention affected anxiety, work engagement, goal attainment and camouflaging behaviour. Additionally, no support was found for the job crafting behaviours acting as a partial mediator. It was concluded that a self-training intervention can significantly improve socialisation efforts and feelings of belongingness amongst people with autism or ADHD.

2 Executive Summary

Purpose: Studies report that people with autism & ADHD tend to have problems with managing social relationships at work (Adamou et al., 2013; Khalifa et al., 2019; Tomczak, 2021) and report lower levels of personal well-being in the workplace compared to their neurotypical counterparts (Hymas et al., 2022; McDowall et al., 2023). These factors tend to be exacerbated by perceived stigma (i.e. the feeling of being perceived as less valuable than the rest of society) and camouflaging behaviour (i.e. the explicit effort to hide or compensate for autistic characteristics) as it further reduces mental and physical well-being by pressuring autistic people to conform to external expectations(Cage et al., 2018; Doyle et al., 2022; McDowall et al., 2023; T. D. Johnson & Joshi, 2016; van der Putten et al., 2024). Workplace accommodations are often cited to manage these previously mentioned problematics (McDowall et al., 2023; Khalifa et al., 2019; Martin et al., 2023), but, due to the high variability present within autism and ADHD, lack impact (Doyle et al., 2022; Ezerins et al., 2023). Instead, it is suggested that an improved workplace experience and well-being might be found in providing personalised solutions. However, little research has been conducted on the matter. Contemporary job crafting literature reports a positive relationship between job crafting behaviours and an improvement in well-being (i.e. a reduction in burnout, reduction of job strain, fatigue and stress, and increased levels of work engagement) (De Devotto et al., 2020; Lichtenthaler & Fischbach, 2019; Tims et al., 2013). Job crafting behaviour and their consequent effects on well-being can then be further improved via job crafting interventions (Demerouti, 2023; Demerouti et al., 2021; Oprea et al., 2019). Recognising these reported benefits, this study aims to investigate the potential effectiveness of job crafting (i.e. Seeking resources, optimising demands, minimising demands, and network crafting) and job crafting interventions amongst an autistic & ADHD sample for addressing workplace well-being (i.e. anxiety, work engagement, and exhaustion), camouflaging behaviour and perceived stigma. By researching the potential effectiveness of job crafting and job crafting interventions this study contributes to addressing the need for a personalized approach to improve workplace integration and employment sustainability among individuals with autism and ADHD.

Methodology: In this quasi-experimental study, an online job crafting self-training intervention lasting 4 workdays in total was conducted amongst participants who were diagnosed with autism, ADHD or both. Participants of the study were gathered through a technical company's neuro-diversity network newsletters and LinkedIn posts. Surveys were used to quantify the previously mentioned variables. Following a pre-measurement survey, participants were uniformly distributed into two groups: (1) an intervention group or (2) a control group. Seven days after intervention completion, participants were sent a post-measurement survey to fill. This process resulted in a sample size of 60 to be used for the pre-intervention analysis and 29 (14 in intervention group, 15 in control group) for the post-intervention analysis. For the pre-intervention analysis, a Spearman's correlation analysis and a regression-based mediation analysis through PROCESS by Hayes & Rockwood (2017) were conducted to investigate the relationship between job crafting and the dependant variables (i.e. well-being, stigma, camouflaging behaviour, and goal attainment). For

the post-intervention analysis, paired sample t-tests, a two-way mixed ANOVA analysis, and a regression-based mediation analysis through PROCESS by Hayes & Rockwood (2017) were conducted to investigate the efficacy of the self-training intervention and potential mediation effects of job crafting. All analyses were conducted in SPSS.

Findings: Pre-intervention analysis revealed that seeking resources and optimising demands are positively correlated to work engagement. Moreover, optimising demands and minimising demands are positively correlated to goal attainment. However, the job crafting behaviours did not predict well-being and goal attainment. Additionally, it was found that relational crafting correlates with stigma. With respect to camouflaging, seeking resources and expansion-oriented relational crafting negatively correlated with the assimilation side of camouflaging and expansion-oriented relational crafting significantly predicted masking. Perceived stigma relating to authenticity was also found to positively predict camouflaging behaviour.
The quasi-experimental study revealed that following the 4-day online self-training intervention, the participants showcased increased levels of expansion-oriented relational crafting indicating that the intervention improved socialisation efforts. Additionally, the intervention participants reported lower levels of burnout following the intervention and decreased feelings of stigma relating to authenticity. However, no support was found that the intervention affected anxiety, work engagement, goal attainment and camouflaging behaviour. Additionally, no support was found for the job crafting behaviours acting as a partial mediator.
It was concluded that a self-training intervention can significantly improve socialisation efforts and feelings of belongingness amongst people with autism & ADHD but that more research is required to understand how people with autism and ADHD experience stigma, camouflaging behaviour and what job crafting means to them.

Theoretical Implications: The study provides novel and noteworthy insights into the relationship between job crafting, perceived stigma, camouflaging behaviour, and workplace well-being among workers with autism and ADHD. Expansion-oriented relational crafting leads to lower perceived stigma but also heightened camouflaging bodily awareness, adding novel insight to our understanding of camouflaging, perceived stigma and relational crafting amongst people with autism & ADHD. Notably, the job crafting intervention effectively reduced perceived stigma and exhaustion, offering new avenues for reducing workplace barriers through job crafting interventions. However, contrary to prior literature, job crafting did not significantly correlate or predict work engagement, goal attainment or anxiety in an autistic & ADHD sample, deepening our understanding of job crafting amongst a neurodivergent sample. Additionally, the anticipated negative effect of perceived stigma on anxiety, work engagement and goal attainment was not observed, suggesting that the predictive effects of perceived stigma are more complex than thought. All in all, these findings deepen our understanding of job crafting, neurodiversity, camouflaging behaviour, and perceived stigma in the workplace.

Limitations: This study has multiple limitations. Firstly, due to a technical data recording

mistake a significant amount of exhaustion and emotional intelligence observations at t0 are missing. Moreover, considering the limited sample size, the study may lack generalisability as consequence of high demographic variance. Secondly, environmental or organisational factors outside of the study's control could've affected job crafting opportunities and thus intervention efficacy. Thirdly, the self-training intervention format created a variance in intervention experience and data collection intervals.

3 Acknowledgement

This thesis signifies the end of my eight-year-long diverse studying career. Starting as a freshman in Computer Science, I would have never guessed that I would end my studies with a BA in Computer Science, a Master of Arts in Philosophy and a Master of Science in Innovation Management. Whilst I did experience many moments of difficulty, I learned a lot and met exciting people that I would not have had the pleasure of meeting if I had not studied at university. I'm truly honoured to have had the privilege of studying to my heart's desire. I would like to use this opportunity to share my thanks and express my gratitude.

First, I would like to thank my supervisor, Evangelia Demerouti, for guiding me through this hectic process. Thank you for helping me settle on the topic and interjecting with your expansive knowledge on everything related to job crafting to give me direction. Additionally, I really appreciated your feedback and our feedback discussions. Whilst I often disagreed at first, your critique and tips elevated this thesis to a higher quality. Thank you.

Secondly, I would like to thank Renée Boesten and Piet van Gool for helping me with Qualtrics and providing feedback on my intervention programme. This significantly helped me with setting up the online self-training environment for people to use and the data collection.

Thirdly, I want to thank Joost van Loon and Erwin Brock who helped me gather the participants needed for this study. You helped me craft and distribute the newsletters to people who may be interested in participating. This gave me access to a broad range of people that I would never be able to reach on my own. Thank you for making this study possible.

Lastly, I would like to thank my family, girlfriend, and my friends. I especially want to thank my parents and my girlfriend. Mom and Dad, I would never have been able to go through this journey without your support. As for my girlfriend, you are the most important person in my life. I would like to thank you for all the times you were there for me. Not only for supporting me through all the times the thesis frustrated me but for helping me become the person I am today. Thank you.

Thomas van der Werff
August 2024

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4 Introduction

In this Master's thesis 'Autism & ADHD and the Effects of an Online Job Crafting Intervention on Workplace Camouflaging Behaviour, Stigma and Well-being' will be discussed. This thesis was conducted at the Technical University of Eindhoven for the master 'Innovation Management'. The study was conducted in agreement with one Dutch technical firm and fully remote to be as non-intrusive as possible. This research project was supervised by first supervisor prof. dr. E. Demerouti, second supervisor prof. Anna-Sophie Ulfert-Blank, and the third assessor prof. dr. Jan de Jonge.

4.1 Subject introduction

Autistic people make up roughly 1% of society (Zeidan et al., 2022) and tend to be part of the group with the highest unemployment rate (Lorenz et al., 2016). Despite the offputting employment numbers, they traditionally possess "honesty, efficiency, precision, consistency, low absenteeism, attention to detail, lack of interest in office politics, the accuracy of visual perception, concentration ability, long-term memory, and a high tolerance for repetitive activities" (Khalifa et al., 2019, p. 1317).

Adults with attention deficit hyperactivity disorder (ADHD) is estimated to make up around 5% of society (Willcutt, 2012). Characterised by attention difficulties, hyperactivity, and impulsivity (Adamou et al., 2013), ADHD impacts various aspects of daily life, including workplace performance (Adamou et al., 2013; Sarkis, 2014) and social relationships (Sarkis, 2014). Workers with ADHD are therefore more likely to report difficulties related to employment and workplace well-being (Adamou et al., 2013; Lauder et al., 2022; Wicherkiewicz & Gambin, 2024).

Autism and ADHD frequently co-occur together. Within the DSM-V both are categorised as developmental disorders and additional research has shown the two have a large biological and genetic overlap (Antshel & Russo, 2019). Consequently, ADHD and autism also occur together in high frequency (Lau-Zhu et al., 2019; Sokolova et al., 2017). Additionally, both deal with challenges stemming from sensory processing difficulties, the managing of social relationships, attentional issues, perceived stigma, and camouflaging behaviours (Lau-Zhu et al., 2019; van der Putten et al., 2024; Sokolova et al., 2017). Due to their high level of correlation, the two are also frequently grouped together within the neurodiversity movement (Sonuga-Barke & Thapar, 2021).

However, as Doyle et al. (2022) and Lauder et al. (2022) note, little research has been conducted on the experiences of autistic & ADHD people at work or how to address potential problems successfully. People with autism and ADHD tend to have problems with interpersonal communication (Tomczak, 2021; Lauder et al., 2022) and have sensitivity towards environmental factors such as noise or light (K. R. Johnson et al., 2020; Bury et al., 2022; Lau-Zhu et al., 2019; Turnock et al., 2022). In addition, people with autism and ADHD in the workforce report lower levels of personal well-being compared to their neurotypical counterparts (Hymas et al., 2022; McDowall et al., 2023). These factors tend to be exacerbated by perceived stigma (i.e. the feeling of being perceived as

less valuable than the rest of society) and camouflaging behaviour (i.e. the explicit effort to hide or compensate for autistic or ADHD characteristics) as it further reduces mental and physical well-being by pressuring people with ADHD and autism to conform to external expectations(Arnold et al., 2023; Cage et al., 2018; Doyle et al., 2022; T. D. Johnson & Joshi, 2016; van der Putten et al., 2024; Turnock et al., 2022).

Workplace accommodations in the form of personal coaches or safe spaces are often cited to make the neurodivergent workplace feel better equipped with managing the previously mentioned problematics (Martin et al., 2023; McDowall et al., 2023; Khalifa et al., 2019; Lauder et al., 2022). However, not every person with autism or ADHD is faced with the same difficulties (Doyle et al., 2022; Sarkis, 2014). Consequently, the accommodations due to their generalised nature lack impact and it is suggested that an improved workplace experience and well-being might be found in providing personalised solutions (Doyle et al., 2022; Ezerins et al., 2023; Sarkis, 2014). Therefore, to be able to integrate and sustainably employ people with autism and ADHD in the workforce, a personalised approach is needed.

To address the need for a personalised approach, to improve workplace integration and employment sustainability of people with ASC, it is worthwhile to research the potential effectiveness of job crafting in addressing these needs. In the last decade job crafting has been a major avenue of research within organisational management-related studies. It purports that job crafting, which refers to small changes employees make in their work to align their job with their wishes and preferences, promotes positive workplace outcomes (Demerouti et al., 2020; Slemp & Vella-Brodrick, 2014; Wrzesniewski & Dutton, 2001). This can come in the form of higher job meaningfulness, reduction of stress, and an overall increase in in-role and extra-role job performance (Bakker et al., 2012; Costantini et al., 2021, 2022; Demerouti et al., 2020; Geldenhuys et al., 2021; Hulshof et al., 2020; Lee & Lee, 2018; Lichtenthaler & Fischbach, 2019; Rudolph et al., 2017; F. Zhang & Parker, 2019).

Contemporary job crafting research has also shown positive relationships between job crafting behaviours and an improvement in emotional, psychological and social well-being in the form of increased work engagement, a reduction in burnout stressors, a reduction in psychological distress, a reduction in job strain and an increase in end-of-day vigour (De Devotto et al., 2020; Lichtenthaler & Fischbach, 2019; Rudolph et al., 2017; Sakuraya et al., 2017; Shi et al., 2021; Slemp & Vella-Brodrick, 2014; Tims et al., 2013; L. Zhang et al., 2018). Job crafting behaviours most influential in these studies were: increasing structural job resources, increasing social job resources, and relational crafting (Lichtenthaler & Fischbach, 2019). A recent addition to the field of job crafting is relational or network crafting (henceforward called relational crafting to avoid confusion) and it involves employees proactively improving their professional relationships, with an emphasis on optimizing rather than simply expanding their networks to strategically balance resources and demands (van Gool et al., 2022; Rofcanin et al., 2019; Wang et al., 2023).

Job crafting behaviours and their effects on well-being have also been shown to improve when

utilising job crafting interventions where participants are taught various job crafting strategies to implement in their day-to-day job (Oprea et al., 2019; Demerouti, 2023; Costantini et al., 2022). Additionally, online self-training participants showcase higher levels of self-recognition and task performance alongside lower levels of fatigue. This comes as a consequence of participants being taught through strategies and assignments to be more aware of their body and how it relates to job demands (Demerouti, 2023).

To conclude, contemporary job crafting literature reports a positive relationship between job crafting behaviours and an improvement in well-being (i.e. a reduction in burnout, reduction of job strain, fatigue and stress, and increased levels of work engagement). Job crafting behaviour and their consequent effects on well-being are then further improved via job crafting interventions. Unfortunately, the effects of job crafting behaviours and job crafting interventions on an autistic & ADHD sample have not been examined. Compared to their neurotypical counterparts, workers with autism or ADHD tend to experience lower levels of emotional well-being which tend to be exacerbated by perceived stigma and camouflaging behaviour. Due to the personal variability among neurodivergent individuals, generalised accommodations lack impact and it is suggested that an improved workplace experience and well-being might be found in providing personalised solutions (Doyle et al., 2022; McDowall et al., 2023; Ezerins et al., 2023; Sarkis, 2014). Therefore, researching the potential effectiveness of job crafting and job crafting interventions is worthwhile for addressing the need for a personalized approach to improve workplace integration and employment sustainability among workers with autism or ADHD.

4.2 Research question

Taking into account job crafting and the relative success of job crafting interventions in the workplace, the following research question is formulated:

> *How does job crafting, learned from self-training interventions, affect workplace well-being (i.e. anxiety, work engagement, and exhausation), camouflaging tendencies and perceived stigma of workers with autism & ADHD?*

The question is multifaceted and thereby yields several contributions to literature. The first part relates to the potential effects of an intervention on job crafting behaviours and how they relate to the previously mentioned well-being, camouflaging behaviour, and perceived stigma of people with autism or ADHD. As mentioned earlier, people with autism and ADHD possess unique characteristics (e.g. attention to detail) and difficulties (e.g. managing social relationships and executive dysfunction). This invariably affects how job crafting interventions are interpreted and, subsequently, carried out. The efficacy of a job crafting intervention on an autistic and ADHD sample can, therefore, not be determined a priori based on the positive results within the existing body of job crafting intervention literature. This study aims to fill this gap by investigating whether the positive outcomes of an online job crafting self-training intervention are translated to an autistic and ADHD sample. This is of additional value when considering that multiple studies have highlighted the need for research into more tailor-made solutions as a consequence of general accommodations

lacking impact (Doyle et al., 2022; Bury et al., 2022; Arnold et al., 2023; Hayward et al., 2020).

Secondly, this study contributes to the existing body of literature by examining how the various job crafting behaviours through perceived stigma impact the well-being and camouflaging behaviours of people with autism and ADHD. Different studies highlighted how perceived stigma contributes to lower levels of well-being as explained through increased levels of depression and anxiety (Doyle et al., 2022; Turnock et al., 2022; T. D. Johnson & Joshi, 2016). In addition, camouflaging behaviour also contributes to higher levels of anxiety and fatigue (Lai et al., 2017; Turnock et al., 2022; Cage et al., 2018; Wicherkiewicz & Gambin, 2024) as a consequence of neurodivergent people feeling the need to perform. These two factors disproportionately impact people with autism & ADHD and play a significant role in predicting overall well-being. How job crafting might affect these two is unknown whilst these are important when investigating the efficacy of job crafting amongst an autistic and ADHD sample. Specifically, explaining how the various job crafting behaviours through perceived stigma impact the well-being and camouflaging behaviours of people with autism and ADHD provides unique insight into the efficacy of job crafting amongst this population. The contribution lies in how, if at all, job crafting behaviours correlate to perceived stigma and, ultimately, camouflaging behaviour whilst also investigating whether or not perceived stigma acts as a mediator between the two.

A third contribution of this study lies in examining the potential effect of relational crafting on camouflaging behaviour and well-being (i.e. work engagement, anxiety, and exhaustion). Relational crafting is about proactively optimising one's network such that it strategically benefits in order to balance resources and demands (Wang et al., 2023). A previous study has shown relational crafting to positively predict work engagement (van Gool et al., 2022), however, the sample consisted of neurotypical salespeople. In this study, the sample features participants with autism and ADHD from a diverse set of working sectors. This is an important difference as the role of networking is more pronounced in sales-oriented jobs and thereby the effects of relational crafting are expected to not translate fully. However, social relations and interactions are a common source of stressors for people with autism and ADHD(Adamou et al., 2013; Khalifa et al., 2019; Ezerins et al., 2023) suggesting that the social job demands and job resources are not balanced properly (Bury et al., 2022; Tims et al., 2013). Examining the predictive power of relational crafting to anxiety and exhaustion offers insights that can inform future research aimed at developing methods to alleviate anxiety and reduce exhaustion among workers with autism and ADHD, thereby promoting sustainable employment. Camouflaging behaviour is also rooted in social environments. Specifically, environments where people with autism and ADHD feel they can't express their authentic selves (Cage & Troxell-Whitman, 2019; McDowall et al., 2023) and the subsequent camouflaging behaviour negatively affects the well-being of people with autism and ADHD (Cage et al., 2018; Wicherkiewicz & Gambin, 2024). Examining the effects of relational crafting on camouflaging behaviour will provide valuable insight into potential self-training methods for addressing camouflaging behaviour and fostering environments where individuals with autism and ADHD can express their authentic selves without the need for masking.

5 Theoretical Background

5.1 Autism & ADHD at work

5.1.1 Autism & ADHD: well-being

Autism in and of itself is not a mental health condition, but people with autism do tend to possess co-occurring mental health conditions. One systematic review identified that people, in addition to autism, report having anxiety disorders, depressive disorders, and bipolar disorders among others (Lai et al., 2019). Another systematic review reported that 42% of autistic adults possessed lifetime anxiety disorders and roughly 37% for depressive disorders (Hollocks et al., 2019). Other studies also reported that autistic people frequently deal with anxiety, depression, autistic burnout, exhaustion, and a lack of self-esteem (Arnold et al., 2023; Cage et al., 2018; Lai et al., 2017; Spek et al., 2021; Turnock et al., 2022).

People with ADHD suffer from similar co-occurring mental health problems. In a scoping review, Wilcox et al. (2024) reports that emerging adults with ADHD experience increased rates of anxiety, depression and substance abuse. Babinski et al. (2020) highlights that especially amongst women, depression and suicidal ideation among young adults with ADHD are considerably higher than their neurotypical counterparts. Other studies also report that people with ADHD commonly experience fatigue or exhaustion (Rogers et al., 2017), lower levels of self-esteem (Harpin et al., 2016), workaholism (Adamou et al., 2013), and self-efficacy (Newark et al., 2016).

The sources of stressors that contribute to the previously mentioned health conditions vary from person to person, however, some common characteristics can be pointed out. Some studies listed communication and social difficulties between colleagues and supervisors as a prominent source of stressors (Adamou et al., 2013; Cage et al., 2018; Ezerins et al., 2023; Hayward et al., 2020). As one study notes "individuals with ASD often lose their jobs because of social communication challenges rather than inability to perform the task appropriately" (Khalifa et al., 2019, p. 1328). Other studies also list a general intolerance towards uncertainty or ambiguity in expectations and a lack of predictable planning as predicting anxiety and autistic burnout (Arnold et al., 2023; Bury et al., 2022; Hayward et al., 2020). People with ADHD, due to organisational difficulties, experience executive dysfunction and difficulty balancing their workload (Abecassis et al., 2017). This can translate into cooperation difficulties in the workplace (Adamou et al., 2013; Sarkis, 2014) but also increase the potentiality of burnout or exhausation (Adamou et al., 2013). Additionally, autistic people tend to have increased sensory hypersensitivity to light, smell, touch and sound which increases the chance of onset stressors(K. R. Johnson et al., 2020; Turnock et al., 2022; Bury et al., 2022).

In the workplace, this can manifest itself in various ways. Employees with ADHD and autism report lower levels of personal well-being compared to their neurotypical counterparts (McDowall et al., 2023). These lower levels of well-being can result in psychological and physical damage to the

self and also tend to increase employee turnover leading to unsustainable employment (McDowall et al., 2023).

Following a scoping review, Harmuth et al. (2018) highlights how stress management or other emotional regulation skills would help the person to be better prepared for their work environment. However, Harmuth et al. (2018) and others do emphasise the need for the intervention to take a holistic approach that considers personal preferences, needs and one's unique work environment (McDowall et al., 2023; Lauder et al., 2022). Demerouti (2023) developed an online self-training module that, among others, helps participants with stress management through self-recognition and self-regulation. Self-recognition involves individuals being able to identify and acknowledge their physical, emotional, cognitive, and behavioural responses to stress. By recognizing these symptoms early on, employees can take proactive steps to self-regulate their stress levels effectively. Following the intervention, the participants reported improved levels of self-awareness, lower levels of fatigue and higher levels of job motivation (Demerouti, 2023).

5.1.2 Autism & ADHD: workplace accommodations

Workplace environmental accommodations in the form of safe spaces and personal training via coaches are often cited as possible methods to help make workers with autism or ADHD feel more comfortable (Martin et al., 2023; McDowall et al., 2023; K. R. Johnson et al., 2020; Khalifa et al., 2019; Lauder et al., 2022; Sarkis, 2014; Walkowiak, 2021). This can come in the form of environmental changes such as the autonomy to dim lights for those with light sensitivity, utilising noise-cancelling headphones to reduce noise or customising one's general work environment. Other accommodations include flexible work hours, additional feedback moments, reduced social encounters, or coaching (Sarkis, 2014). However, these accommodations are usually locked behind employee self-disclosure (Turnock et al., 2022; McDowall et al., 2023). One study highlighted the importance of a healthy supervisor-employee relationship as it can heavily impact organisational socialisation and the positive role a job coach can fulfil as a mediator and help employees with autism decode their workplace norms (Martin et al., 2023). In general, people with autism and ADHD welcome more workplace support related to their autism-specific problems (McDowall et al., 2023; Khalifa et al., 2019).

Despite the positive impact of accommodations on reducing turnover (McDowall et al., 2023), the accommodations lack the nuance necessary to address heterogeneity within the neurodivergent community and the environmental factors (e.g. work environment, job characteristics, socio-economic position, culture) at play (Blackburn, 2023; Doyle et al., 2022; Ezerins et al., 2023; Harmuth et al., 2018). For example, how to sustainably manage social interactions varies from person to person. Rather, it is suggested that a better work environment might be found in providing individualised social support to allow for personal nuance to be addressed (Adamou et al., 2013; Doyle et al., 2022; Hayward et al., 2020; Harmuth et al., 2018). As Doyle et al. (2022) state "[a]n 'accommodations process' that formally recognizes autistic needs, at the individual and personal level, is likely to form a stronger bond than broad brush flexible locations and/or timing policies for all" (Doyle et

al., 2022, p. 13). Neurodivergent employees would benefit from more custom-tailored accommodations (Adamou et al., 2013; Blackburn, 2023; McDowall et al., 2023; Doyle et al., 2022). With autistic burnout, for example, instead of promoting more social contact as with normal burnout, withdrawing from social obligations is often a good coping strategy for autistic people which helps reduce the onset of stressors (Spek et al., 2021).

5.1.3 Autism & ADHD: Stigma & Camouflaging

A commonly cited reason for the lack of psychological safety (i.e. feeling able to be one's authentic self) (McDowall et al., 2023) is the presence or perceived presence of stigma in the workplace as autistic people feel judged negatively as they may receive special treatment or be looked down upon if they disclose their autistic or ADHD status (Doyle et al., 2022; McDowall et al., 2023; T. D. Johnson & Joshi, 2016). Turnock et al. (2022) defines stigma as "A socially constructed concept; any attribute that is seen as unfavorable and that seemingly discredits an individual, leaving them to be viewed as less valuable than the rest of society" (Turnock et al., 2022, p. 78). To feel stigma, therefore, means that one perceives to be viewed as less valuable. Stigma has been found to reduce mental and physical well-being as it can lead neurodivergent people to be socially isolated as they feel their autism or ADHD is not accepted (Turnock et al., 2022; van der Putten et al., 2024) which can turn problematic as loneliness in both is positively associated with increased levels of anxiety and depression (Hymas, 2021). Consequently, the perceived presence of stigma also acts as a barrier to disclosure because workers with autism or ADHD feel their problems won't be perceived as valid (McDowall et al., 2023; Turnock et al., 2022). This prevents them from receiving generalised accommodations in workplaces that require disclosure or chances of receiving personalised support (Doyle et al., 2022; McDowall et al., 2023).

Additionally, perceived stigma increases camouflaging behaviour in people with ADHD and autism to combat social isolation and subvert perceived stigma. Camouflaging behaviour or 'masking' "encompasses an explicit effort to 'mask' or 'compensate' for autistic characteristics, and to use conscious or unconscious techniques which result in a less autistic behavioural presentation" (Hull et al., 2019, p. 819). It arises when 'the self' doesn't align with the perceived expectations of the environment and they feel obliged to adapt to their environment (Cage & Troxell-Whitman, 2019; Mandy, 2019). For example, a person with autism might monitor and modify their use of eye contact or they could limit their stimming behaviour to not draw attention (Hull et al., 2019; Mandy, 2019). Camouflaging behaviour is mentally taxing and may contribute to a lower sense of self-esteem, anxiety, fatigue, autistic burnout, and an overall reduction in mental health (Arnold et al., 2023; Cage et al., 2018; Lai et al., 2017; Spek et al., 2021; Turnock et al., 2022). Whilst camouflaging behaviour is lower amongst people with ADHD compared to people with autism (van der Putten et al., 2024), Wicherkiewicz & Gambin (2024) reported that amongst women with ADHD, camouflaging behaviour was predictive of depressive symptoms. Reducing the need for neurodivergent people to mask requires them to feel free to express themselves authentically in their social and work environment (Mandy, 2019; van der Putten et al., 2024).

5.2 Job Crafting

5.2.1 The two main strains of job crafting

Within job crafting research, there are two strains of thought: (1) Wrzesniewski and Dutton's (2001) job crafting theory, and (2) Job demands-resources (JD-R) theory-based job crafting (Bakker & Demerouti, 2007). Whilst both pertain to job design, the two differ in important ways.

Wrzesniewski and Dutton (2001) define job crafting as "the physical and cognitive changes individuals make in the task or relational boundaries of their work" (Wrzesniewski & Dutton, 2001, p.179). Physically changing task boundaries entails "altering the form or number of activities one engages in while doing the job" (Wrzesniewski & Dutton, 2001, p.179). Cognitively changing task boundaries entails altering your view or perceptions of those tasks. Lastly, the relational boundaries pertain to with whom you interact whilst on the job. Engaging in this type of job crafting affects the meaning of work and one's work identity as job crafting has the power to alter their job and social work environment (Wrzesniewski & Dutton, 2001). This approach takes into account the formal aspects of a job but focuses more on the cognitive side of the equation by asking the crafter to reflect on their role and social environment.

JD-R theory conceptualises jobs on the bounds of job demands and job resources. As stated by Lee & Lee (2018) "[j]ob demands reflect all aspects of a job that require physical and psychological effort or cost. Job resources refer to all aspects of a job that are functional in achieving work goals, reducing job demands, and stimulating learning and development" (Lee & Lee, 2018, pp. 288&291). Within this framework, job crafting is when an employee alters their job demands and resources to better suit their personal preferences, abilities and motivations (Tims et al., 2012). This can come in the form of expansion- or reduction-oriented job crafting. The former is categorised into *seeking resources*, which is the garnering of additional resources to address job demands or goals, and seeking challenges, which is the seeking of additional tasks and responsibilities outside the current job scope (Demerouti et al., 2020). Reduction-oriented job crafting concerns behaviour that *reduces demands* to minimize psychological or physical demands (Bakker & Demerouti, 2007), but also includes the *optimisation of demands* where the goal is to reduce obstacles and improve task efficiency (Demerouti & Peeters, 2018). Whilst the previously mentioned approach to job crafting deals with material job boundaries and cognitive framing, the JD-R theory approach to job crafting has a definitive material character to it by only pertaining to resources and demands (F. Zhang & Parker, 2019). Ultimately, both conceptualisations are comprised of contraction- and promotion-oriented crafting behaviours (Lichtenthaler & Fischbach, 2019; Bindl et al., 2019; Rofcanin et al., 2019).

A recent addition to the field of job crafting is *relational crafting* also called, *network crafting*. It has gone through various iterations using the Wrzesniewski approach to job crafting (Rofcanin et al., 2019), but the following follows the JD-R approach to job crafting. van Gool et al. (2022) defines network crafting as "a form of proactive goal-directed behaviour through which employees

aim to improve their network of professional relationships" (van Gool et al., 2022, p. 163). A similar definition is held by Rofcanin et al. (2019) but they denote it as relational crafting. The definition of Rofcanin et al. (2019) and van Gool et al. (2022) do not contain an explicit goal of expansion, which typically was the case in the literature (Rofcanin et al., 2019; Porter & Woo, 2015). As was noted by Rofcanin et al. (2019) and van Gool et al. (2022), simply expanding a network will not necessarily lead to better results as a bigger network also requires more maintenance and for some job contexts or people this can result in the increased demands outweighing the gained resources. Instead, the emphasis is on *optimising* one's network such that it strategically benefits in order to balance resources and demands (Wang et al., 2023). For example, instead of expanding your network to include more people, you take into account with whom you are interacting and what resources do you get out of it. The goal of network crafting is to ultimately optimise one's network to fit with their demands and resources. For people with autism and ADHD, social interaction and communication are considered to be more of a demand than a resource (Adamou et al., 2013; Hayward et al., 2020; Bury et al., 2022) as the maintenance of social relations and 'unnecessary' social interactions are deemed as too demanding. It seems that their social network is thereby not strategically balanced to allow them to better balance job demands with resources. It will therefore be interesting for this study to investigate the effects of relational crafting behaviour on an autistic and ADHD work sample.

5.2.2 Job crafting outcomes

Job crafting, whether JD-R theory or Wrzesniewski & Dutton (2001), has proven to yield several benefits in the workplace. Several methods of job crafting tend to promote employees' job meaningfulness which plays an important role in producing productive work outcomes (Lee & Lee, 2018). Using the JD-R theory-inspired job crafting, Hulshof et al. (2020) reported that day-level job crafting is positively related to in-role service task performance. Specifically, seeking challenges and seeking resources positively predicted an increase in work engagement and meaningfulness which are positively related to an increase in in-role task performance. This was also found by Bakker et al. (2012) where proactive job crafting predicted work engagement and peer-rated in-role task performance. Another study by Geldenhuys et al. (2021) examined how task, cognitive, and relational crafting relates to job performance. They concluded that meaningfulness acted as a mediator "between (only) task and cognitive crafting respectively on peer-rated in-role performance and cognitive crafting on peer-rated extra-role performance" (Geldenhuys et al., 2021, p. 91). Relational job crafting, on the other hand, did possess a positive relationship with peer-rated extra-role performance but did not contribute to meaningfulness.

Next to the occupational workplace benefits, employees engaging in job crafting behaviour has also been shown to improve general well-being and mental health. A study by De Devotto et al. (2020) reported that employees engaging in relational and cognitive crafting showed an increase in emotional, psychological, and social well-being. Those engaging in relational crafting sought to form more positive social connections with their superiors and co-workers leading to an increase in

social well-being which manifests itself in increased feelings of community belonging and perception of positive contributions. In addition, employees engaging in cognitive crafting "experienced higher levels of flow at work, which, in turn, contributed to their emotional, psychological and social well-being" (De Devotto et al., 2020, p.16). The improvement in well-being was not isolated to the sphere of work which highlights how job crafting at work produces mental health benefits in general (De Devotto et al., 2020).

Tims et al. (2013) showcased that increasing structural and social job resources are positively related to work engagement, job satisfaction, and burnout. They effectively mediated the relationship between job crafting and well-being where an increase in job crafting is positively related to job resources, which in turn is positively related to well-being. Other studies have also demonstrated that increasing social, challenge and structural resources, is positively related to employee well-being denoted by work engagement and psychological distress (Sakuraya et al., 2017; Rudolph et al., 2017). Increasing structural job resources significant negative relationship with turnover intention and an increase in overall job satisfaction (Rudolph et al., 2017). L. Zhang et al. (2018), also following the JD-R theory side of job crafting, reported that engaging in job crafting has a positive relationship with mental health. However, they highlight that a proactive personality is positively correlated to mental health as they more actively seek to reduce hindrances and increase resources (L. Zhang et al., 2018). Neurodivergent people may, for example, fall more into the less proactive personality type as a consequence of perceived stigma inhibiting their self-expression (Doyle et al., 2022). In addition to generally increased levels of well-being, employees who engaged in daily job crafting also possessed less end-of-day fatigue and an increase in end-of-day vigour (Demerouti, 2023; Shi et al., 2021). Consequently, Shi et al. (2021) suggest that employees with high self-control demands would benefit more from engaging in job crafting as this would help prevent fatigue or exhaustion.

Using the Wrzesniewski & Dutton (2001) approach to job crafting, Slemp & Vella-Brodrick (2014) argued that job crafting behaviours (i.e. task, relational, and cognitive crafting) predicted intrinsic needs satisfaction which in turn predicted employee subjective well-being (SWB) and physical well-being (PWB; Slemp & Vella-Brodrick (2014)). Based on self-determination theory, they argued that addressing intrinsic needs (i.e. autonomy, competence, and relatedness) would lead to improving well-being. According to Slemp & Vella-Brodrick (2014) "job crafting allows employees to shape their work experience to increase their enjoyment or satisfaction, connect with more people at work, and to appreciate the effect their work is having on the success of the organisation, community, or society" (Slemp & Vella-Brodrick, 2014, p. 972). Similar findings were also reported by Tušl et al. (2022). Additionally, van Wingerden et al. (2017) state that intrinsic need satisfaction may also explain the relationship between job crafting and work engagement. This, and other studies, ultimately support that personal needs satisfaction is positively associated with personal well-being and employee mental health.

Additionally, some studies, based on the previous job crafting findings, utilise interventions to

teach and promote job crafting behaviour (van Wingerden et al., 2017). Demerouti (2023) used an online self-training intervention to teach and promote, amongst others, seeking resources and challenges job crafting behaviours. She found that the intervention group reported higher levels of self-cognition (i.e. emotional intelligence) and job-crafting behaviours compared to the control group. Moreover, the intervention group also reported higher levels of task performance and lower levels of fatigue. Similar findings were also reported by Demerouti et al. (2021) amongst a blue-collar employee sample where the intervention group reported higher levels of seeking challenges and optimising demands. Seeking resources, however, did not show an increase. A meta-analysis on job crafting interventions by Oprea et al. (2019) concluded that job crafting interventions tend to enhance contextual performance and work engagement, while slightly increasing seeking challenges and optimising demands job crafting behaviours. For interventions to yield positive results, participants must learn to analyse the effects of their environment and workplace behaviour on well-being and performance.

5.2.3 Autism & ADHD expressed in JD-R Theory

Whilst every job and its associated characteristics are unique, JD-R theory postulates that all characteristics of work environments can be classified into either one of two main categories: (1) job demands or (2) job resources. Job demands "refer to those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills and are therefore associated with certain physiological and/or psychological costs" (Bakker & Demerouti, 2007, p. 312). An example of a job demand could be the administrative work a customer service employee has to do after helping a customer. On the other side, job resources refer to the aspects of jobs that aid in the achieving of work goals, help manage job demands, or stimulate personal development (Demerouti et al., 2001; Bakker & Demerouti, 2007). Whilst the role of job resources is also to support the job demands, it also encompasses the aspects of jobs that increase work engagement and motivation. For example, having regular feedback meetings with a supervisor can constitute a job resource as it can provide motivation but also aid in completing work-related tasks.

Within JD-R theory job demands and job resources must be in balance to promote positive workplace well-being and work performance (Bakker & Demerouti, 2007, 2017). A work situation where job demands exceed job resources can promote negative workplace well-being, for example in the form of increased levels of stress or burnout (Bakker & Demerouti, 2017; Demerouti et al., 2001). How job demands and job resources affect employees is also dependent on their personal resources such as self-efficacy, optimism and self-esteem (Bakker et al., 2012; Bakker & Demerouti, 2017). For example, a person with high levels of perseverance may be able to withstand higher levels of job demands. Or, a person who is pro-active and confident may be more likely to increase one's job resources, thereby allowing them to more effectively tackle their job demands (L. Zhang et al., 2018).

In the case of autism and ADHD, personal demands are different from their neurotypical counterpart

which tend to increase job demands. As Bury et al. (2022) outlines in their autism variant of JD-R theory, being autistic comes with an increase in personal demands which leads to an increase in job demands. For example, as mentioned earlier, autistic people tend to have increased sensory hypersensitivity which negatively impacts their well-being (Turnock et al., 2022; K. R. Johnson et al., 2020). For workers with ADHD, open-plan office spaces or continuous use of bright white light can impose additional job demands as they might be unable to focus on their task at hand (Adamou et al., 2013; Sarkis, 2014). Another example is the aversion towards uncertainty (Arnold et al., 2023; Hayward et al., 2020) can also increase stress when trying to perform work-related tasks that are not well-defined, thereby increasing job demands. Additionally, due to the unique features of autism or ADHD and how that manifests itself in the workplace, job resources need to be autism- or ADHD-specific job resources and personalised (Bury et al., 2022). Job resources within a general population may affect a neurodivergent sample differently (Bury et al., 2022). How the job resources are to be used requires a neurodivergent-oriented dimension to take into account generalised autistic and ADHD characteristics. For example, whilst regular moments of feedback to improve relationships are helpful for the general population, the nature and contents of the feedback are changed when taking into account an individual with autism or ADHD. This situation is further complicated by the need for personalised accommodations as each person is different and requires their specific job resources (Doyle et al., 2022; Bury et al., 2022).

5.3 Hypotheses & Research Diagram

5.3.1 General Hypotheses (Visualised in figure 1)

Firstly, job crafting behaviours encourage employees to enhance their job resources while minimizing job demands, thus enabling them to better manage stressors and alleviate overall exhaustion. Shi et al. (2021) underscore, through the lens of Conservation of Resources (COR) theory, the necessity of replenishing lost resources for proper work recovery and stress reduction as employees run the risk of losing additional resources which results in additional strain (Hobfoll, 2002). Consequently, individuals continuously strive to balance their job demands with available resources through resource-seeking behaviours or optimising demands. Job crafting behaviours facilitate resource expansion and demand optimization. As resources increase or demands are optimized, employees become better equipped to navigate stressful situations or higher job demands, consequently reducing exhaustion. In accordance with COR theory, this surplus of resources or optimized demands in turn also fosters internal recovery, thereby reducing end-of-day fatigue, and diminishing anxiety levels among employees.

Secondly, job crafting behaviour is likely to positively relate to increased work engagement and higher levels of well-being through intrinsic need satisfaction. Self-determination theory postulates that universal psychological needs for autonomy, competence, and relatedness exist that will lead to optimal functioning and psychological adjustment when satisfied (Deci & Ryan, 2000). With job crafting, employees exercise control over their job demands and job resources to better balance the two with each other. Slemp & Vella-Brodrick (2014) noted that job crafting behaviours positively predicted this intrinsic need satisfaction which in turn predicted higher levels of well-being. Through job crafting, employees are able to address their intrinsic need for autonomy and also improve feelings of competence as they shape their job to fit their capabilities. This improved alignment allows for higher levels of well-being to be attained. van Wingerden et al. (2017) report that this is also extended to work engagement because the satisfaction of basic needs stimulates motivation and allows employees to become more engaged at work. As basic needs are met, an improved job person fit is ensured which makes it easier for the employee to achieve their work goals and also suggests that fewer factors are tiring the employee out over the day. Therefore it is expected that job crafting behaviours are positively related to well-being (i.e. lower levels of anxiety, higher levels of work engagement, and lower levels of exhaustion) and goal attainment.

Additionally, as pro-active job crafting promotes the reshaping of one's demands and resources to better fit their needs and capabilities the need for camouflaging is possibly reduced. Particularly as a consequence of relational crafting, which promotes the optimisation of one's network to fit job demands and resources, people with autism and ADHD are able to actively shape their work environments to be more inclusive and supportive. Furthermore, by engaging in seeking resources they can increase their social support resources which in turn fosters a more inclusive work environment and allows for the employees to manage job demands better. This can promote feelings of inclusivity. Within this environment, the job crafting employee is potentially able to enact changes

per their identity and ultimately help manage job demands with job resources (Bury et al., 2022). With this, they are more likely to express their authentic self at work as less conforming demands are being felt which reduces the need for camouflaging. The corollary is that employees who are blocked in their job crafting ventures may feel less accepted in their authentic selves and thereby their work environment. The feeling of not being accepted and able to be your authentic self is the perceiving of stigma and can lead to an increase in camouflaging behaviour (McDowall et al., 2023; Doyle et al., 2022; Turnock et al., 2022; Hull et al., 2019). Thereby, it is to be expected that a lower level of successful job crafting behaviours is positively related to perceived stigma and ultimately camouflaging behaviour. Additionally, as perceived stigma promotes camouflaging behaviour and has a detrimental effect on the mental well-being of people with autism and ADHD, it is hypothesised that perceived stigma is negatively related to well-being (i.e. lower levels of anxiety, higher levels of work engagement, and lower levels of exhaustion) and positively related to camouflaging behaviour.

Lastly, due to perceived stigma's overarching effect on how people with autism and ADHD experience work it is expected that it will partially mediate the relationship between job crafting behaviours and the dependant variables. As mentioned prior, people with autism or ADHD experiencing autism- or ADHD-related stigma in the workplace are less likely to disclose their status or make use of workplace accommodations (McDowall et al., 2023; T. D. Johnson & Joshi, 2016). Additionally, they are less likely to express themselves authentically and speak up about issues related to their neurodivergence (Turnock et al., 2022; McDowall et al., 2023). Stigma, therefore, seems to act as an inhibitor which impacts how people express themselves and also how they experience work which negatively affects their well-being and consequently work in general. As such it is expected that perceived stigma is positively related to camouflaging behaviour and negatively related to well-being and goal attainment. However, stigma can inhibit the expected effects of job crafting as stigma can creatively limit the types of job crafting behaviours a worker with autism or ADHD feels comfortable implementing. For example, the worker might successfully implement a job crafting behaviour, but the quality of the behaviour might be lacking which negatively impacts need satisfaction. Perceived stigma is therefore expected to partially mediate the relationship between job crafting behaviours and the dependant variables (i.e. camouflaging behaviour, well-being, and goal attainment).

All in all, this leads to the following hypotheses:

1. **Hypothesis 1:** Seeking resources (1A), Optimising demands (1B), minimising demands (1C), and relational crafting (1D) are positively related to increased feelings of well-being (i.e. lower levels of anxiety, higher levels of work engagement, and lower levels of exhaustion).
2. **Hypothesis 2:** Seeking resources (2A), Optimising demands (2B), minimising demands (2C), and relational crafting (2D) are positively related to goal attainment.
3. **Hypothesis 3:** Seeking resources (3A), Optimising demands (3B), minimising demands (3C), and relational crafting (3D) are negatively related to camouflaging behaviour.

4. **Hypothesis 4:** Seeking resources (4A), Optimising demands (4B), minimising demands (4C), and relational crafting (4D) are negatively related to stigma.
5. **Hypothesis 5:** Stigma will act as a partial mediator between job crafting behaviours and the dependent variables (i.e. well-being, camouflaging behaviour, stigma and subjective goal attainment).

5.3.2 Intervention related Hypotheses

The self-training intervention contains the following components: (1) dissemination of information, (2) practical assignments, and (3) reflection). To start with the first. We present all participants with information and knowledge about each of the previously identified behaviours (i.e. stress management, seeking resources behaviour, optimising demands and relational crafting). Each session tackles only one topic and aims to provide the tools necessary to help analyse one's current behaviour and feelings and workplace environment to promote awareness in the next section. All topics are shaped around autism and ADHD and catered towards them by including autistic and ADHD particularities at every moment in the self-training intervention to enhance participant-intervention fit. Additionally, prior to the construction of the interventions, interviews are held with a small amount but diverse set of people with autism and ADHD to get an image of the work context, commonly cited job demands and resources, and previous successful job crafting behaviours. This follows findings as reported by Demerouti et al. (2019) where it is advised to conduct interviews before intervention construction to use the input as inspiration to craft relevant examples and further enhance participant-intervention fit.

Onto the second component. Demerouti et al. (2019) outlines that job crafting interventions focus on achieving individual change at two levels: (1) cognition and (2) behaviour. The former is promoted through analysing one's work situation and identifying tasks or aspects that they would like to change. The latter is reflected in the crafting of the personal-crafting plan and implementing it in one's work situation. In this section, the participants use the previously acquired knowledge and concepts and apply them to their present-day situation through a series of guided open-ended questions which accumulate to form an organically crafting SMART (i.e., specific, measurable, attainable, realistic, and timely) goal to be implemented the next day. The goal of this section is to contribute to the individual cognition and behavioural change of the participants by increasing self- and environmental awareness respective to each specific strategy (Demerouti, 2023) and the crafting of SMART goals (van Wingerden et al., 2017; Wang et al., 2023). For example, in the seeking resources section, the participants are taught the basics of JD-R theory and what the concept of seeking resources entails. In the assignment section, they use these concepts to analyse the next workday and ultimately arrive at an actionable, organically formulated SMART goal which incorporates a self-chosen job crafting action. This, and the formulation of SMART goals, is important as it motivates people to engage in job crafting behaviours(van Wingerden et al., 2017; Demerouti et al., 2019). SMART goals make it implementable and the self-chosen actions motivate people because they are constructed to cater to their specific needs and situations.

The third and final component is reflection. Typically with in-person job crafting intervention workshops, a reflection meeting with multiple participants would be held to discuss successes, problems, and solutions (Demerouti, 2014; Demerouti et al., 2019). The reflection phase is important to a successful job crafting intervention as it promotes an increased understanding of the benefits of job crafting and encourages the internalisation of job crafting behaviours. In the online self-training format no reflection meeting will be planned. Instead, at the end of the implementation day, upon starting the new self-training session, participants will be asked to reflect on their implementation experience through a series of short open-ended questions (Wang et al., 2023). The goal is for the participant to examine what went wrong or right and how to carry this experience over to the next practical assignment to improve one's construction of the implementation plan and how they go about implementing said plan to improve the overall success rate.

One reason why the self-training intervention is expected to increase job crafting behaviour is due to the online self-training incorporating the principles of proactive goal-setting (i.e. a goal to be achieved in the near future). To be able to achieve a goal, one must first have the motivation to do so. According to Parker et al. (2010), the motivation to achieve a goal depends on whether someone thinks they can achieve it, the motivation behind it, and if they feel supported to do so. When crafting a goal, one needs to be able to envision a desirable future, set concrete goals which are achievable in the short-term and describe how the goal is to be achieved (Parker et al., 2010; van Wingerden et al., 2017). The online self-training intervention is set up to meet these criteria to generate sufficient motivation for the participant to try and complete the goal. The participant is first presented with new information regarding a particular strategy, which increases the ability of the participant to envision a desirable future. Following, through a series of questions, the participant is asked to analyse their workplace situation, identify a point of change, and set personal goals to alter it the following workday via a strategy that they craft themselves. This ensures that the actions to be implemented are intrinsically motivated by personal desires, but they also ensure that the crafted goal is concrete and achievable in the short term. All these components aim to increase the motivation of the participants to implement the outlined job-crafting behaviours (i.e. minimising stress demands, seeking resources behaviour, optimising demands and relational crafting). Various studies have reported that crafting interventions' efficacy is improved when the training incorporates personal goal-setting as it promotes participation (Costantini et al., 2021; Demerouti, 2023; Oprea et al., 2019).

Another reason is that the self-training encourages the participant to use the newly acquired information to engage in reflecting on one's environment which promotes self-cognitions in accordance with JD-R theory. Demerouti (2023) highlighted that the participants in the self-training intervention reported lower levels of fatigue and increased levels of recovery due to higher self-cognition (i.e. emotional intelligence). Increased levels of emotional intelligence allow for easier detection of physical and emotional changes in the body which is required to be able to effectively engage in emotional regulation (Gross (2015); e.g. stress management); awareness of stressors improves the emotional regulatory capacity. The stress management section of the online self-training is built

with these principles in mind. Similarly, to be able to effectively teach job crafting via an intervention, the workers' awareness of themselves and their environment needs to be raised to allow for easier detection of adaptable aspects. Interventions oriented around teaching workers job crafting strategies incorporate reflection exercises to promote thinking in accordance with the JD-R framework (Oprea et al., 2019; Demerouti et al., 2019). It allows participants to become more aware of themselves and their environment which in turn helps identify specific aspects of their work-life to subsequently denote them in JD-R terms. Following the reflection, the identified aspects can subsequently be used as points for action to incorporate into one's personal goals. This process can be seen outlined by Demerouti et al. (2019) and utilised by Demerouti (2023) where participants are introduced to JD-R theory and subsequently taught to identify work situations suitable for job crafting using the newly acquired information which is then incorporated in a personal development plan. Within this process, participants are also asked to envision possible obstacles preventing their job crafting implementation and how to deal with them. This not only teaches reflection skills but also teaches how to effectively engage in job crafting to ensure a higher success rate. Job crafting as a skill is further honed by asking the participant on the following workday to reflect on their job crafting application. If it was successful, the reflection exercise helps them understand why it was successful implementation-wise, but also from a self-awareness perspective. If it was not successful, the reflection helps the participant to identify why this was the case and apply the lessons learned in the future. Therefore, it is expected that the participants in the intervention group, following the job crafting intervention, will report higher levels of job crafting behaviour, well-being, and emotional intelligence compared to the control group.

Lastly, the previously hypothesised relationship between job crafting behaviours and well-being, camouflaging behaviour, goal-attainment and perceived stigma will be amplified by the self-training intervention. As mentioned earlier, by engaging in job crafting, they can actively shape their work environments to be more inclusive and supportive, thus fostering well-being through tailored accommodations and enhanced inclusivity. However, this is predicated on how much job crafting behaviour the worker engages in and if the implementation was successful. As stated in the earlier paragraphs, the self-training intervention will likely see an increase in job crafting behaviour in addition to more successful job crafting. Following this, participants in the self-training intervention group are expected to report higher levels of well-being and goal-attainment, whilst having lower levels of camouflaging and perceived stigma. However, this also suggests that job crafting behaviours will at least partially mediate the relationship between the two variables. Full mediation is not expected as there are numerous unaccounted potential side-effects of the self-training (e.g. feelings of empowerment) that can impact self-reporting in addition to non-controllable variables also impacting the experiences of the participants as the individual's environment and personality are also highly contingent (Demerouti, 2023; Demerouti et al., 2021; Oprea et al., 2019). Summarised, if it is expected that job crafting behaviour is positively related to well-being (i.e. lower levels of anxiety, higher levels of work engagement, and lower levels of exhaustion), subjective goal-attainment, and lower levels of camouflaging behaviour and perceived stigma, then the participants

in the intervention group will report higher levels of well-being (i.e. lower levels of anxiety, higher levels of work engagement, and lower levels of exhaustion), subjective goal attainment, and lower levels of camouflaging compared to the control group and perceived stigma.

This leads to the following hypotheses and research diagram visible in diagram 1:

6. **Hypothesis 6:** Participants in the intervention group, following the job crafting intervention, will report higher levels of job crafting behaviour (Seeking resources (6A), Optimising demands (6B), minimising demands (6C), and relational crafting (6D)) compared to the control group.
7. **Hypothesis 7:** Participants in the intervention group, following the job crafting intervention, will report higher levels of well-being (i.e. lower levels of anxiety, higher levels of work engagement, and lower levels of exhaustion; 7A), subjective goal attainment (7B), and emotional intelligence (7C) compared to the control group.
8. **Hypothesis 8:** Participants in the intervention group, following the job crafting intervention, will report lower levels of camouflaging behaviour (8A) and perceived stigma (8B) compared to the control group.
9. **Hypothesis 9:** Job crafting behaviours will act as a partial mediator between the job crafting intervention and the dependant variables (i.e. well-being, camouflaging behaviour, perceived stigma and subjective goal attainment).

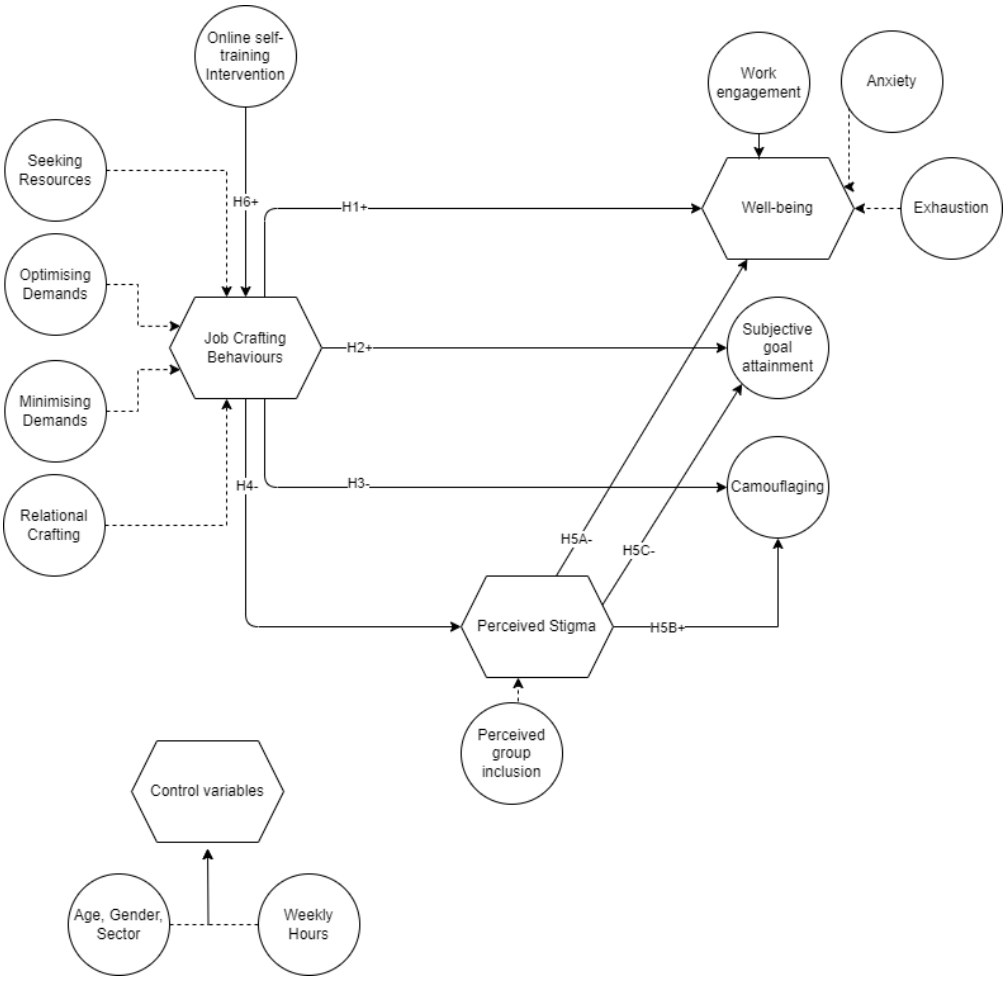

Figure 1: Research diagram

6 Methodology

6.1 Intervention Procedure

In this experimental diary study, an online job crafting self-training intervention lasting 4 workdays was conducted amongst the intervention group. They receive tailored job crafting workshops to teach them what it entails, where it can be applied and how it can be applied at work. The training consisted of a text introducing job crafting theory in layman's terms to the participants and strategies featuring one job crafting strategy per day. The totality of the self-training period totals five days if you include the implementation of the last training (i.e. the implementation of day 4 is the next, fifth, day). The job crafting behaviours and their associated days can be seen below alongside a complete timeline of the intervention study in figure 2. The full content of each training module can be found in B.

- Day 1: Minimising stress demands
- Day 2: Seeking resources
- Day 3: Optimising demands
- Day 4: Relational crafting

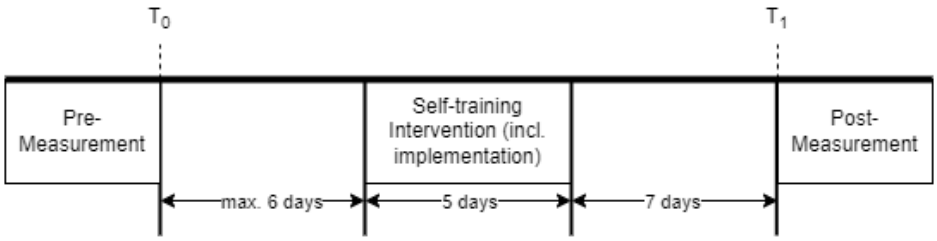

Figure 2: Intervention study timeline

The program followed the intervention methods as outlined by Oprea et al. (2019) and implemented by Demerouti et al. (2021) and Demerouti (2023). It went as follows. During the active measurement duration, at the end of every workday participants within the intervention group were presented with information on one specific job crafting strategy. Following the informational section, the participant were asked to actively analyse their job and try to figure out areas where job crafting can be applied and how it can help them through a series of open-ended guided exercises. Eventually through this process, every session the participants will organically formulate a SMART goal to be implemented the next working day. An example of a SMART job-crafting goal: "Tomorrow at work at 1300 I will talk to my supervisor to request having a bi-weekly moment of feedback". On the following work day, at the start of the new self-training session, the participants were asked to reflect on their experience implementing the job crafting exercise through a couple of open-ended questions. Here the participant was prompted to think about what went right, what can be improved, and unforeseen implementation obstacles. This was the diary part of an

experimental intervention study. The goal of every self-training module is to provide participants with the knowledge and tools necessary to meaningfully analyse their job and be able to create a personal job crafting plan to act on.

Before the 4-day intervention week started, participants of both the control and intervention groups were required to complete the general questionnaire to measure demographic data, and baseline job crafting behaviour, well-being, goal attainment, stigma, and camouflaging behaviour (t0). A slightly adapted version of this questionnaire was sent via email 7 days after the intervention had concluded and will function as a post-measure (t1). To encourage post-measurement completion, participants who completed the post-measurement were entered into a prize pool for one 25-euro online shopping voucher. In total three vouchers would be distributed. This information was only disclosed to the participants after the self-training intervention duration was fulfilled. Two total reminders were sent with a 2-3 working days interval to the participants who did not complete the post-measurement. In total, the participants had 14 days to complete the post-measurement. A timeline of the entire process can be found in figure 2. After the formal study phase had concluded, a data analysis was conducted to test the hypotheses.

After completing the pre-measure, participants seeded into the intervention group were sent a link via email for the online self-training on either a Monday or a Wednesday around 1600. A new link for each new module was delivered daily around 1600 for a total of four consecutive workdays. If a participant failed to complete the previous self-training (i.e. not submitting the self-training), they received a reminder to complete the day after the original completion date. Participants were free to start the self-training when they desired, although they were suggested to start on Monday such that they could complete the entire training in a single workweek.

6.2 Participants

Participants of this study were gathered through a leading technology company's neurodiversity network newsletters and LinkedIn posts. In those invitations, they were invited to partake in the intervention study voluntarily. In the newsletter and LinkedIn post, a brief overview of the study, its goals and requirements are given alongside a link which will take them to the terms and conditions form. As a requirement to partake, the participants must be diagnosed with either autism, ADHD or both and consent to the given terms and conditions. It was emphasised that participation was voluntary and that participants can withdraw from the study at any time. No financial or material incentives were used to lure workers into participation. However, participants who completed the pre-measurement were incentivised to complete the T1 measurement by entering those who completed both t0 and t1 measurements into a prize pool for a 25-euro online shopping voucher. In total three vouchers would be distributed. This was only disclosed after the pre-measurement was completed.

Following the pre-measurement, participants (N=60) were randomly distributed into two groups: (1) an intervention group (N=33) or (2) a control group (N=27). The intervention group would actively partake in the intervention procedure whilst the control group did not. Instead, they were

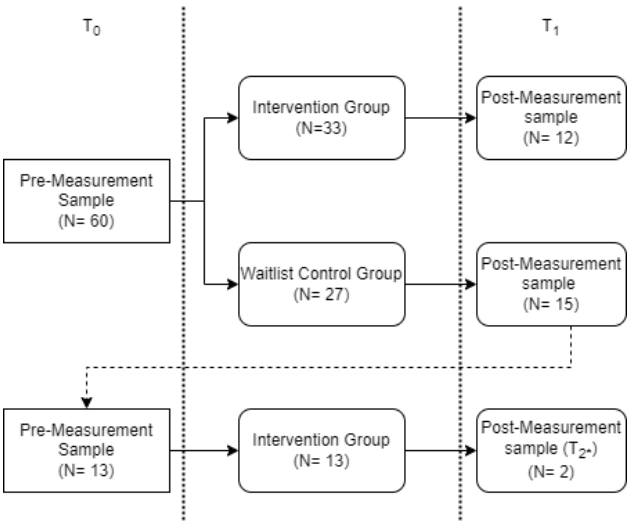

Figure 3: Waitlist Procedure Participants

put on a waiting list. Both groups would complete the same pre- and post-measure questionnaire to ensure accurate comparisons. After the control group participants completed the post-measure, they were given the option to voluntarily enrol into the intervention group where they would follow the same self-training intervention process and a second post-measure as seen in figure 3. Taken on the 10th of June 2024 and after removing duplicates, in total 29 participants completed the post-measurement. 15 participants were from the control group and 14 from the intervention group. This includes the 2 post-measurements obtained from the waitlist.

Due to a technical data recording error during the pre-measurement phase, several observations of Oldenburg Burnout and Emotional Intelligence at t0 were not captured. Consequently, the pre-intervention dataset contains only 33 out of 60 valid observations for Oldenburg Burnout and Emotional Intelligence. For the post-intervention dataset, only 18 out of the original sample size of 29 have valid observations for Oldenburg Burnout and Emotional Intelligence at t0.

6.3 Measures

6.3.1 Demographics

All participants were required to fill out a demographic questionnaire where they were asked to provide regular personal data (e.g. age, gender, marital status, highest level of education, time employed, working hours per week) in addition to providing their neurodiversity status (autism, ADHD or both). Shortened measures were used to reduce participation workload. The full questionnaire can be found in Appendix A.

6.3.2 Job Crafting Behaviours

The following job crafting behaviours were measured, each with their own respective scale: (1) seeking resources, (2) optimising demands, (3) minimising demands, and (4) relational crafting

(i.e. expansion- and contraction-oriented relational crafting).

For *seeking resources* the 6-item 'seeking resources' scale developed by Petrou et al. (2012) was used. This questionnaire is used to measure the general seeking resources job crafting behaviour of participants in the last three months using a scale that ranges from 1 = never to 5 = often (Petrou et al., 2012; $\alpha = 0.70$). An example item is: "I ask others for feedback on my job performance".

For the second, *optimising demands*, the 5-item 'optimising demands' scale developed by (Demerouti & Peeters, 2018, $\alpha = 0{,}83$) using a 5-point answering scale from (1) 'never' to (5) 'always' was used. An example item is: "I simplify work processes or procedures to make my job easier".

Thirdly, *minimising demands* was measured using the four-item 'reducing demands' scale developed by Petrou et al. (2012) using a five-point Likert scale ranging from 1 (never) to 5 (always) with a Cronbach's α between 0,65-,69 (Petrou et al., 2012; Demerouti & Peeters, 2018). This scale was chosen as it includes behaviours that target minimising the physical, mental and emotional job demands (Demerouti & Peeters, 2018). This scale has been used alongside the optimising demands scale and showed no interference (Demerouti & Peeters, 2018). An example item is: "I try to ensure that my work is emotionally less intense".

Lastly, *relational crafting* was measured using the 8-item 'relational crafting' scale developed and validated by Rofcanin et al. (2019) using a five-point Likert scale ranging from 1 (never) to 5 (always) with a Cronbach's α around 0,85 was used. The scale is divided into two subscales: (1) expansion-oriented relational job crafting and (2) contraction-oriented relational job crafting. An example item is: "I limited my relational network to effectively achieve my work goals". Rofcanin et al. (2019) developed this scale as a response to the singular relational crafting scale as they argued the singular dimension is unable to provide insight into what type of relational crafting is being done. As previously mentioned, managing social relations and interactions are commonly referenced hurdles for people with autism and ADHD. Some people prefer to withdraw from social situations to help alleviate some of their problems whilst others may not. Therefore, this scale was chosen as it takes into account the contraction and expansion tendencies of relational crafting.

6.3.3 Well-being

Well-being is a construct that was measured through three independent variables each with their own respective scale: (1) work engagement, (2) anxiety, and (3) exhaustion.

Work engagement was measured using the general Utrecht Work Engagement Scale (UWES) as developed by W. Schaufeli & Bakker (2004) with a Cronbach's α between 0,80 and 0,90. It is a 17-item scale with a response scale ranging from 0 (never) to 6 (always) and consists of three subscales: (1) vitality, (2) dedication, and (3) absorption. A shorter 9-item (UWES-9) or 3-item (UWES-3) version can also be used if the total questionnaire is deemed too large. This scale has been used in various job crafting studies (Demerouti & Peeters, 2018; Tims et al., 2013; W. B. Schaufeli et al., 2019) with satisfactory levels of internal consistency. An example item from the UWES-3 is: "At my work, I feel bursting with energy".

Anxiety was measured using the 'anxiety' subscale of the hospital anxiety and depression scale (HADS-A) as originally developed by Zigmond & Snaith (1983) and later validated for use amongst an autistic sample by Uljarević et al. (2018) with a Cronbach's α between 0,82 and 0,84. It is a 7-item scale with a response range from 0 to 3 where the response type differs per question (see Appendix A for the different response types). An example item is: "I get a sort of frightened feeling like 'butterflies' in the stomach".

Exhaustion was measured using the 'exhaustion' subscale of the revised Oldenburg Burnout Inventory (OLBI) developed by Demerouti & Bakker (2007) with an original Cronbach's α of 0,85. The shortened version was three items long and uses a 5-point Likert scale ranging from (1) 'Strongly agree' to (5) 'strongly disagree'. An example item is: "After work, I tend to need more time than in the past in order to relax and feel better".

6.3.4 Emotional awareness

To verify the effectiveness of the self-training intervention, emotional intelligence (i.e. emotional awareness) was measured using a shortened version of the Emotional Intelligence Scale developed by Pekaar et al. (2018) with an original Cronbach's α of 0,82. The shortened scale will consist of four items and uses a 5-point scale that ranges from (1) 'totally disagree' to (5)'totally agree'. An example item is: "I am aware of my own emotions". This method was also used by Demerouti (2023) with a similar stress module in the self-training tool where the internal reliability was on average α =0,75.

6.3.5 Goal-attainment

To measure goal attainment the goal-attainment subscale of the subjective occupational success scale developed and validated by Grebner et al. (2010) was used. The subscale features three items using a 7-point Likert scale response type ranging from 1 (never) to 7 (all the time) and reported having a satisfactory internal consistency amongst multiple studies (Grebner et al., 2010). An example item is: "I attained goals/I made reasonable goal progress".

6.3.6 Perceived stigma

To measure the construct of perceived stigma the adapted 16-item 'Perceived Group Inclusion Scale' (PGIS) developed by Jansen et al. (2017) and adapted by Doyle et al. (2022) to fit an autistic & ADHD sample was used. The response type ranges from 1 to 5 in terms of agreement where 1 is 'strongly agree' and 5 is 'strongly disagree'. It is comprised of four subscales: 1–4: group membership subscale (Belonging); 5–8 group affection subscale (Belonging); 9–12 room for authenticity subscale (authenticity); 13–16 value in authenticity subscale (authenticity). It measures the following two main categories: (1) belonging and (2) authenticity. As mentioned in the theoretical background, perceived autism stigma is associated with the feeling of autistic or ADHD traits not being accepted or tolerated within the workplace. The consequence of this is that employees with autism and ADHD do not feel they can be their authentic selves. This scale features items specifically related to one's ability to express one's authentic self in the workplace. It was

adapted by Doyle et al. (2022) to fit an autistic sample. They adapted it by including references to neurodivergent-specific behaviours such as masking and stimming. However, to reduce the strain on participants and reduce the potential correlation with the CAT-q scale, the group-affection subscale was removed. This resulted in the adapted PGIS scale being 12 items in total. For the full scale see Appendix A. An example item is: "This group/company allows me to be authentic (i.e., without the need to for autistic masking)".

6.3.7 Camouflaging

To measure the participants' degree of camouflaging behaviours, the general Camouflaging Autistic Traits Questionnaire (CAT-q) developed and validated to be used amongst an autistic and ADHD (van der Putten et al., 2024) sample by Hull et al. (2019) with a Cronbach's α of 0,94 was used. The CAT-q consists of 25 individual statements that utilise a 7-point Likert scale to measure one's answer from 'Strongly disagree' to 'Strongly Agree'. The scale consists of three subscales: (1) compensation, (2) masking, (3) assimilation. However, to reduce the strain on participants only the 'masking' and 'assimilation' subscale were used. This would result in 16 items total. The masking subscale measures more how cognizant a person is of their own body. The assimilation subscale indicates the ability for one to be their authentic self without need for performing. An example item is: "In social situations, I feel like I'm 'performing' rather than being myself".

6.4 Data Analysis Strategy

SPSS was used to conduct all data analysis. Data gathered up to the 10th of June 2024 was exported from Qualtrics for cleaning to SPSS. In this process, reverse-coded items were reversed, and appropriate composite scores were calculated for each scale and subscale. Two different datasets were produced. The first is the pre-measurement dataset which is comprised of all participants who completed the pre-measurement (t0) survey. The second dataset, the post-intervention dataset, is comprised of all participants who completed both the pre-measurement (t0) and the post-measurement (t1). The waiting-list participants who completed the second-post measurement (t1*) were also included in this dataset. For each dataset, an outlier analysis was conducted. In the pre-measurement dataset, two outliers in the CAT-q scale were revealed. Due to it only pertaining to CAT-q, they were excluded from the CAT-q section of the correlation and mediation analysis. In the post-measurement dataset, unique outliers were found but they were kept in the analysis because of the small sample size available already being prone to outliers. Lastly, the internal consistency of all (sub)scales was assessed and is reported in table 1.

As for the statistical methods used to test the hypotheses, each method and its assumptions are reported at each hypothesis test in the results section. In short, for hypotheses 1-4 the non-parametric Spearman's rank correlation method was used to test the correlation-based hypotheses. This ensured that non-normality and outliers were not an issue. Hypothesis 5 (i.e. stigma mediating between job crafting and the residual DVs) was tested using the PROCESS macro developed by (Hayes & Rockwood, 2017). To test hypotheses 6-8 (i.e. the effectiveness of the intervention), a two-way mixed ANOVA test was conducted to examine intra-group differences between t0 and t1,

inter-group differences between the intervention group and the control group, and their interaction effect. Moreover, paired sample t-tests were conducted to gain further insight into intra-group changes. Lastly, hypothesis 9 (i.e. job crafting mediating the intervention effects) was tested using the PROCESS macro developed by (Hayes & Rockwood, 2017). The assumptions of each statistical method are addressed and listed at each hypothesis test in the results section.

Table 1: Cronbach's Alpha of scales

Scales	Cronbach's Alpha (after deletion of item)	N of Items
Camouflaging Masking$_{a}$	0,852	8
Camouflaging Assimilation$_{a}$	0,794	8
Anxiety	0,799	7
Seeking Resources	0,758	6
Optimising Demands	0,821	5
Minimising Demands	0,798	4
Relational Expansion	0,893	4
Relational Contraction	0,847	4
Stigma Belonging	0,937	4
Stigma Authenticity	0,956	8
Work Engagement	0,806	3
Goal Attainment	0,854	3
Exhaustion$_{b}$	0,800	3
Emotional Intelligence$_{b}$	0,854	4

a. Respondents N=58 instead of N=60

b. Respondents N=34 instead of N=60

7 Results

7.1 Sample demographics

Table 2: Sample Demographics of those that completed only t0 measurement

	Autism	ADHD	Both	Total	
	n	n	n	n	(%)
Gender					
Male	5	5	3	13	(22%)
Female	12	26	7	45	(75%)
Non-binary / third gender	0	1	1	2	(3%)
Weekly Hours					
16-32 hours	7	3	1	11	(18%)
32-36 hours	2	3	5	10	(17%)
36 - 40 hours	8	26	5	39	(65%)
Sector					
Industry (1)	6	11	3	20	(33%)
Construction (2)	1	0	1	2	(3%)
Trade (3)	0	0	1	1	(2%)
Catering (4)	0	0	0	0	(0%)
Transport (5)	0	0	1	1	(2%)
Finance (6)	1	2	1	4	(7%)
Business services (7)	2	5	2	9	(15%)
Communication(8)	0	0	0	0	(0%)
Government(9)	2	2	1	5	(8%)
Education(10)	1	2	0	3	(5%)
Healthcare and social work (11)	3	6	0	9	(15%)
Culture (12)	0	1	0	1	(2%)
Agriculture (13)	0	0	0	0	(0%)
Other	1	3	1	5	(8%)

To start, table 2 displays that out of n=60 participants who completed measurement t0, 45(75%) identified as female, 13(22%) identified as male and 2(3%) identified as non-binary or else. 39 participants (65%) work between 36-40 hours per week. Furthermore, the sample has people working in a diverse set of working sectors with most people active in the industry (33%) sector. Regarding diagnosis, 17 participants (28%) reported being diagnosed with autism, 31 (52%) participants reported an ADHD diagnosis and 11 (18%) participants reported being diagnosed with both. This sample was used to test the pre-intervention hypotheses (i.e. hypotheses 1 through 5).

Continuing, table 3 displays that out of n=29 participants who completed measurement t0 and t1, 20(69%) identified as female, 7(24%) identified as male and 2(7%) identified as non-binary or else. 19 participants (66%) work between 36-40 hours per week and the sample poses a diverse set of working sectors with most people active in the industry (34%) sector. Regarding neurodiversity, 8

Table 3: Sample Demographics of those that completed t0 and t1 measurements

	Autism	ADHD	Both	Total	
	n	n	n	n	(%)
Gender					
Male	3	1	3	7	(24%)
Female	5	10	5	20	(69%)
Non-binary / third gender	0	1	1	2	(7%)
Weekly Hours					
16-32 hours	4	0	1	5	(17%)
32-36 hours	0	3	2	5	(17%)
36 - 40 hours	4	9	6	19	(66%)
Sector					
Industry (1)	3	5	2	10	(34%)
Construction (2)	1	0	2	3	(10%)
Trade (3)	0	0	2	2	(7%)
Catering (4)	0	0	0	0	(0%)
Transport (5)	0	0	0	0	(0%)
Finance (6)	0	0	1	1	(3%)
Business services (7)	1	2	1	4	(14%)
Communication(8)	0	0	0	0	(0%)
Government(9)	2	0	0	2	(7%)
Education(10)	0	1	0	1	(3%)
Healthcare and social work (11)	0	4	0	4	(14%)
Culture (12)	0	0	0	0	(0%)
Agriculture (13)	0	0	0	0	(0%)
Other	1	0	1	2	(7%)
Group Designation					
Control Group	4	7	4	15	(52%)
Intervention Group	4	5	5	14	(48%)

participants (28%) reported being diagnosed with autism, 12 (41%) participants reported an ADHD diagnosis and 9 (31%) participants reported being diagnosed with both. With random allocation and waiting-list control group included, 15 (52%) participants were enrolled in the control group and 14 (48%) participants in the intervention group. This sample was used to test the post-intervention hypotheses (i.e. hypotheses 6 through 9).

Table 4: Mean Scores and independent T-test at t0[M (SD)] of those that completed t0 and t1 measurements (i.e. the post-intervention dataset)

Scale	Control Group	Intervention Group	t-test
Seeking Resources$_{t0}$	3,52 (0,56)	3,369 (0,711)	0,649
Optimising Demands$_{t0}$	3,53 (0,57)	3,700 (0,851)	-0,624
Minimising Demands$_{t0}$	2,53 (0,67)	2,929 (0,817)	-1,431
Relational Expansion$_{t0}$	2,70 (0,84)	2,411 (1,017)	0,837
Relational Contraction$_{t0}$	2,83 (0,89)	3,107 (0,908)	-0,818
Work Engagement$_{t0}$	3,64 (0,89)	4,167 (1,182)	-1,352
Stigma Belonging$_{t0}$	2,38 (1,11)	2,964 (1,441)	-1,223
Stigma Authenticity$_{t0}$	3,05 (0,71)	3,625 (0,999)	-1,797*
Goal Attainment$_{t0}$	4,56$_b$ (1,20)	5,667 (0,795)	-2,917*
Exhaustion$_{t0a}$	3,46 (1,10)	4,067 (0,798)	-1,363
Emotional Intelligence$_{t0a}$	3,31 (1,09)	3,300 (1,183)	0,023
Camouflaging$_{t0}$	78,93 (12,77)	80,786 (13,122)	-0,385
Anxiety$_{t0}$	10,60 (3,68)	11,143 (4,975)	-0,336

a. respondents N=18 instead of N=29

b. Shapiro-Wilk test significant at 0,05

*. significant to 0,05 level

Table 4 displays the mean score of each (sub)scale for each group accompanied by an independent t-test to compare the two means. Only the Goal Attainment (t-value= -2,917; p= 0,004) and stigma authenticity (t-value= -1,797; p=0,042) means differ significantly from each other at measurement moment t0. This should be taken into account when discussing the effectiveness of the job crafting intervention.

7.2 Testing of hypothesis 1-4: Correlation analysis

Hypotheses 1-4 aim to investigate the relationships between the various job crafting behaviours and the variables pertaining to stigma, well-being, goal attainment, and camouflaging behaviour. The hypotheses in this subsection were tested using one-tailed correlation tests as this will indicate if two variables are correlated and their direction. Considering that some variables are non-normally distributed, Spearman's rank correlation test was used to ensure that the non-normality of data or outliers is not an issue. The compacted results of this test can be viewed in table 5 and the full correlation table can be found in Appendix C, figure 4.

Table 5: Spearman's Rank Correlation (one-tailed) at t0

Dimension		Work Engagement	Anxiety	Camouflaging	Camouflaging Assimilation	Camouflaging Masking	Stigma Belonging	Stigma Authenticity	Goal Attainment	Exhaustion	Emotional Intelligence
Seeking Resources	r_s	,219*	0,097	-0,091	-,255*	0,167	-0,046	-0,068	0,048	0,122	0,069
	p	0,046	0,230	0,249	0,027	0,105	0,364	0,303	0,359	0,246	0,349
	N	60	60	58	58	58	60	60	60	34	
Optimising demands	r_s	,271*	0,122	-0,095	-0,081	-0,073	0,008	-0,074	,274*	0,005	0,229
	p	0,018	0,177	0,240	0,272	0,292	0,475	0,287	0,017	0,488	0,096
	N	60	60	58	58	58	60	60	60	34	34
Minimising Demands	r_s	0,082	0,137	-0,068	0,003	-0,017	0,156	0,076	,326**	0,158	0,189
	p	0,267	0,149	0,306	0,491	0,448	0,117	0,282	0,005	0,185	0,142
	N	60	60	58	58	58	60	60	60	34	34
Relational Expansion	r_s	0,129	0,132	-0,050	-,299*	,281*	-0,158	-,240*	-0,060	-0,172	0,225
	p	0,163	0,157	0,356	0,011	0,016	0,114	0,032	0,324	0,166	0,100
	N	60	60	58	58	58	60	60	60	34	34
Relational Contraction	r_s	-0,171	-0,175	-0,010	0,179	-0,156	,241*	0,195	-0,009	0,228	-0,270
	p	0,096	0,091	0,471	0,090	0,121	0,032	0,067	0,473	0,098	0,061
	N	60	60	58	58	58	60	60	60	34	34

**. Significant at the 0,01 level.

*. Significant at the 0,05 level.

The first hypothesis states that job crafting behaviours (i.e. seeking resources (1A), optimising demands (1B), minimising Demands (1C), relational crafting (1D)) are positively related to increased feelings of well-being (i.e., HADS, work engagement, and exhaustion). Seeking resources is significantly moderately positively correlated with work engagement (r_s= 0,219 and p= 0,046) indicating that participants engaged in higher levels of seeking resources report higher levels of work engagement. Optimising Demands is significantly moderately positively correlated with work engagement as well (r_s= 0,271 and p= 0,018) indicating that participants engaged in higher levels of optimising demands also report higher levels of work engagement. The other job crafting-related dimensions don't significantly correlate with any well-being-related dimensions. Hypotheses 1A and 1B are, therefore, only partially supported whilst 1C and 1D are not.

The second hypothesis states that job crafting behaviours are positively related to increased levels of goal attainment. Optimising Demands is significantly moderately positively correlated with Goal Attainment (r_s= 0,274 and p= 0,017) indicating that participants engaged in higher levels of optimising demands also report higher levels of the attainment of work-related goals. Minimising demands is also significantly correlated with goal attainment (r_s= 0,326 and p= 0,005). The other job crafting behaviours do not significantly correlate with goal attainment and thus hypotheses 2B and 2C can be considered accepted whilst 2A and 2D are not supported.

The third hypothesis states that job crafting behaviours are negatively related to camouflaging behaviour. Meaning, an increase in job crafting behaviour will see a decrease in camouflaging behaviour. The correlation analysis reveals that the camouflaging assimilation subscale significantly moderately negatively correlates with expansion-oriented relational crafting (r_s= -0,299 and p= 0,011) and seeking resources (r_s= -0,255 and p= 0,027). This indicates that those who reported higher levels of expanding socialisation and seeking resources reported lower levels of camouflaging need. Furthermore, unexpectedly expansion-oriented relational crafting significantly moderately positively correlates with the masking subscale of camouflaging (r_s= 0,281 and p= 0,016). This indicates that those who reported higher levels of expanding socialisation also reported higher levels of masking awareness. These results provide partial support to hypothesis 3A and 3D. None of the other job crafting dimensions correlated significantly thus insufficient support is found for hypotheses 3B and 3C.

Looking at the fourth hypothesis, job crafting behaviours are negatively related to perceived stigma, the relational crafting dimensions significantly correlate with one of the perceived stigma subscales each. Expansion-oriented relational crafting is significantly negatively moderately correlated with stigma authenticity (r_s= -0,240 and p= 0,032) indicating that participants who engage in higher levels of expansion-oriented relational crafting report lower levels of perceived stigma in regards to being authentic. On the other hand, contraction-oriented relational crafting is significantly positively moderately correlated with stigma belonging (r_s= 0,241 and p= 0,032). This indicates that limiting interpersonal contact results in lower levels of reported belonging. It is interesting to note that the relational job crafting dimensions only significantly with one of the two stigma subscales

despite the stigma subscales correlating highly with each other (r_s= 0,675 and p<0,001). Thus far this supports hypothesis 4D but only partially. It seems that relational crafting is negatively related to stigma, but only with respect to expansion-oriented relational crafting. Contraction-oriented relational crafting seems to increase levels of stigma by reducing belongingness.

7.3 Testing hypothesis 5: mediation

Hypothesis 5 aims to assess whether stigma (i.e. stigma authenticity & belonging) acts as a partial mediator between the job crafting behaviours and the residual independent variables. This hypothesis was tested using the PROCESS macro developed by (Hayes & Rockwood, 2017) for SPSS. For this analysis, a parallel mediator model setup was used with stigma belonging as mediator 1 (M1) and stigma authenticity as mediator 2 (M2). Only measurements taken at t0 are included in the analysis with no duplicates. This analysis adds the *weekly working hours* variable as a covariant to control for potential confounding effects. This is because a job's characteristics, job crafting opportunities, and well-being are contingent on working hours. For example, a person with less weekly hours might have more time for internal recovery. Alternatively, a person working more hours has more opportunities to implement job crafting behaviours. Due to the sample containing participants with a high degree of variety in working hours, controlling for it is statistically responsible. To improve readability, the mediation tables are split in two: an *a* path table and an *b and c'* path table. Due to data recording mistakes as mentioned in the methodology section, exhaustion and emotional intelligence only have a sample of 34 compared to the standard 60. Whilst this lowers the overall reliability and interpretability, it still provides insight into potential mediation effects. The results are reported in table 6 and 7.

Table 6 contains the effects of the IVs on the two mediators (i.e. stigma belonging and stigma authenticity) described as path *a*. For mediation to occur, the *a* path needs to yield a significant effect (p>0,05). No significant path from job crafting to stigma belonging has been found ($< 0,05$). Its corresponding model effect is also insignificant (R^2 = ,117; F(6,53)= 1,172; p= 0,335). This indicates that none of the job crafting variables significantly predict stigma belonging. Moreover, no significant effect was found on stigma authenticity from job crafting. The corresponding model effect (R^2 = ,079; F(6,53)= ,761; p= 0,603) is also less explanatory than stigma belonging.

Table 7 contains the effects of the mediators on the DVs (i.e. work engagement, goal attainment, anxiety, camouflaging, exhaustion, emotional intelligence) described as path **b** and also the direct effect of the IVs on the DVs described as path *c'*. In addition, the covariance *weekly working hours* is listed should it report a significant result.

Starting with work engagement, no significant effects were found ($p > 0,05$. The model effect of path *b* and *c'* was also found to be insignificant. This indicates that no job crafting dimension or stigma predicts work engagement. Goal attainment was found to be significantly predicted by minimising demands (β = ,345; p= ,021) which indicates a direct effect. In addition, *weekly working hours* also had a significant direct effect on goal attainment (β = -,364; p= ,005. Path b did not report a significant effect. The path b and c' model effect, however, is significant (R^2 = ,322; F(8,51)=

Table 6: Mediation analysis table T0 path a (IV -> M)

Predictor -> M		**B**	**SE**	**p**	β **(std.)**
M1: Stigma belonging					
Seeking Resources	a	-,032	,272	,906	-,017
Minimising Demands	a	,195	,211	,360	,148
Relational Expansion	a	-,045	,208	,830	-,036
Relational Contraction	a	,299	,227	,193	,222
Optimising Demands	a	-,029	,260	,912	-,018
Model Effect		R^2 = ,117	F(6, 53)= 1,172	p= ,335	
M2: Stigma Authenticity					
Seeking Resources	a	-,071	,246	,773	-,042
Minimising Demands	a	,194	,191	,316	,166
Relational Expansion	a	-,200	,188	,291	-,184
Relational Contraction	a	,056	,206	,785	,047
Optimising Demands	a	-,175	,235	,459	-,121
Model Effect		R^2 = ,079	F(6, 53)= ,761	p= ,603	

3,030; p= 0,007) which indicates that this model accounts for 32,2% of goal attainments variance. Onto anxiety. It reports no significant path b or c' effects. The corresponding model also came back insignificant (R^2 = ,239; F(8,51)= 2,005; p= 0,065). Mean camouflaging and camouflaging assimilation were significantly predicted by stigma authenticity with β = ,377 and p= ,036 and β = ,373 and p= ,033 respectively which indicates that within this model high levels of stigma do predict higher levels of camouflaging behaviour. Additionally, expansion-oriented relational crafting was found to have a significant direct effect on the camouflaging masking subscale with β = ,312 and p= ,048. No significant effects were found with respect to exhaustion and emotional intelligence.

All in all, these findings do not support the hypothesis that stigma mediates the effects between job crafting and well-being, goal attainment and camouflaging.

Table 7: Mediation analysis table T0 path b (M -> DV) and path c' (X -> DV)

Predictor -> Y	**B**	**SE**	**p**	β **(std.)**
work engagement				
c'				
Seeking Resources	,283	,262	,284	,152
Minimising Demands	,000	,206	1,000	,000
Relational Expansion	-,092	,203	,653	-,076

Table 7: Mediation analysis table T0 path b (M -> DV) and path c' (X -> DV)

Predictor -> Y	**B**	**SE**	**p**	β **(std.)**
Relational Contraction	-,138	,224	,539	-,105
Optimising Demands	,471	,252	,068	,294
b				
M1 Stigma Belonging	-,125	,182	,496	-,128
M2 Stigma Authenticity	-,075	,201	,711	-,068
Model Effect	R^2= ,174	F(8, 51)= 1,341	p= ,245	
Goal Attainment				
c'				
Seeking Resources	,000	,233	,999	,000
Minimising Demands	,436	,183	,021	,345
Relational Expansion	-,288	,180	,116	-,245
Relational Contraction	-,322	,199	,111	-,249
Optimising Demands	,326	,224	,152	,208
(cov.) Weekly Hours	-,514	,175	,005	-,364
b				
M1 Stigma Belonging	,000	,161	,998	,000
M2 Stigma Authenticity	,073	,178	,682	,068
Model Effect	R^2= ,322	F(8, 51)= 3,030	p= ,007	
Anxiety				
c'				
Seeking Resources	,440	,897	,626	,066
Minimising Demands	,363	,704	,609	,079
Relational Expansion	,400	,695	,567	,093
Relational Contraction	-,810	,767	,296	-,172
Optimising Demands	,284	,864	,743	,050
b				
M1 Stigma Belonging	,621	,622	,323	,178
M2 Stigma Authenticity	1,171	,688	,095	,298
Model Effect	R^2= ,239	F(8, 51)= 2,005	p= 0,065	
Mean Camouflaging				
c'				
Seeking Resources	1,442	3,333	0,667	0,059
Minimising Demands	-1,474	2,610	0,575	-0,085
Relational Expansion	1,293	2,516	0,610	0,081
Relational Contraction	-0,922	2,773	0,741	-0,053
Optimising Demands	-1,204	3,096	0,699	-0,058
b				
M1 Stigma Belonging	2,541	2,253	0,265	0,202
M2 Stigma Authenticity	5,408	2,508	0,036	0,377
Model Effect	R^2= ,277	F(8, 49)= 2,343	p= ,032	

Table 7: Mediation analysis table T0 path b (M -> DV) and path c' (X -> DV)

Predictor -> Y	**B**	**SE**	**p**	β **(std.)**
Camouflaging Masking				
c'				
Seeking Resources	3,473	2,076	0,101	0,223
Minimising Demands	-1,084	1,626	0,508	-0,098
Relational Expansion	3,174	1,567	0,048	0,312
Relational Contraction	-0,145	1,727	0,934	-0,013
Optimising Demands	-1,488	1,928	0,444	-0,113
b				
M1 Stigma Belonging	1,801	1,404	0,206	0,225
M2 Stigma Authenticity	2,413	1,562	0,129	0,264
Model Effect	R^2= ,309	F(8, 49)= 2,743	p= ,014	
Camouflaging Assimulation				
c'				
Seeking Resources	-2,030	1,818	0,270	-0,149
Minimising Demands	-0,390	1,424	0,785	-0,040
Relational Expansion	-1,881	1,372	0,177	-0,211
Relational Contraction	-0,777	1,512	0,610	-0,080
Optimising Demands	0,284	1,689	0,867	0,025
b				
M1 Stigma Belonging	0,740	1,229	0,550	0,105
M2 Stigma Authenticity	2,995	1,368	0,033	0,373
Model Effect	R^2= ,312	F(8, 49)= 2,783	p= ,013	
Exhaustion				
c'				
Seeking Resources	-,155	,362	,672	-,087
Minimising Demands	,101	,223	,655	,084
Relational Expansion	-,166	,234	,484	-,159
Relational Contraction	-,018	,297	,952	-,013
Optimising Demands	,231	,319	,476	,158
b				
M1 Stigma Belonging	,380	,222	,100	,425
M2 Stigma Authenticity	,215	,285	,456	,197
Model Effect	R^2= ,346	F(8, 25)= 1,651	p= ,161	
Emotional Intelligence				
c'				
Seeking Resources	-,365	,379	,345	-,223
Minimising Demands	,187	,234	,432	,169
Relational Expansion	,042	,245	,867	,043
Relational Contraction	-,380	,311	,234	-,303

Table 7: Mediation analysis table T0 path b (M -> DV) and path c' (X -> DV)

Predictor -> Y	**B**	**SE**	**p**	β **(std.)**
Optimising Demands	,210	,334	,534	,156
b				
M1 Stigma Belonging	,100	,233	,670	,122
M2 Stigma Authenticity	,129	,298	,668	,128
Model Effect	R^2= ,346	F(8, 25)= 1,651	p= ,161	

7.4 Testing hypothesis 6-8: Paired T-tests & two-way mixed ANOVA

The aim of hypotheses 6-8 are to establish the effects of the self-training intervention. A two-way mixed ANOVA was conducted to examine the differences within groups between t0 and t1 and between the intervention and control groups on the dependent variables. Normality was tested using Shapiro-Wilk to check if the data within each group at the two different moments (t0 and t1) is normally distributed. In addition, a Levene's test for equality of variances was conducted. Only goal attainment at t0 for the control group (p= 0,017) and anxiety at t1 for the control (p= 0,038) failed the Shapiro-Wilk test indicating non-normally distributed data. The full normality table can be found in Appendix C table 23. Considering an N of 29 and normality being only slightly violated, ANOVA results are robust to violations of normality (Blanca et al., 2017). Following Levene's test, anxiety at t1 for the control group showed significant differences in variances when tested based on the mean and trimmed mean methods (p< 0,05), but not when tested based on the median method (p>0,05). Taking into the non-normality of anxiety, the median-based method is preferred and thus does not violate Levene's null hypothesis. emotional intelligence also failed the Levene's test on the mean and trimmed mean methods (p< 0,05). However, Emotional intelligence is normally distributed, so the results of emotional intelligence's two-way ANOVA may not be valid. A Mauchly's sphericity was also conducted to meet the ANOVA sphericity assumption (the variances of the differences are equal). However, the sphericity test requires three or more within-subject levels. Due to only two levels being present in the within-factor (t0 and t1), we can assume the sphericity assumption is met. In addition to a two-way mixed ANOVA, paired sample t-tests were conducted to gain further insight into intra-group change of the DVs. Assumption violations are listed in their respective table if they occurred.

7.4.1 Hypothesis 6

The sixth hypothesis pertains to the effect of the self-training intervention on the various job crafting behaviours (i.e. seeking resources, optimising demands, Minimising demands, and relational crafting). It states that the participants following the self-training intervention will display higher levels of job crafting behaviours than the control group. The results of the two-way mixed ANOVA on all the job crafting dimensions are found in table 8.

Table 8: Two-way mixed ANOVA with intervention and control group using t0 & t1 responses

Dimension	Group*Moment	Moment	Group
Seeking Resources	F(1, 27) = 10,070	F(1, 27) = 7,880	F(1, 27) = 0,054
	p = 0,004; ηp^2 = 0,272	p = 0,009; ηp^2 = 0,226	p = 0,817; ηp^2 = 0,002
Optimising Demands	F(1, 27) = 0,304	F(1, 27) = 0,861	F(1, 27) = 1,040
	p = 0,586; ηp^2 = 0,011	p = 0,362; ηp^2 = 0,031	p = 0,317; ηp^2 = 0,037
Minimising Demands	F(1, 27) = 0,250	F(1, 27) = 6,251	F(1, 27) = 4,601
	p = 0,621; ηp^2 = 0,009	p = 0,019; ηp^2 = 0,188	p = 0,041; ηp^2 = 0,146
Relational Expansion	F(1, 27) = 10,781	F(1, 27) = 1,340	F(1, 27) = 0,682
	p = 0,003; ηp^2 = 0,285	p = 0,257; ηp^2 = 0,047	p = 0,416; ηp^2 = 0,025
Relational Contraction	F(1, 27) = 0,034	F(1, 27) = 2,113	F(1, 27) = 1,346
	p = 0,854; ηp^2 = 0,001	p = 0,158; ηp^2 = 0,073	p = 0,256; η_p^2 = 0,047

With seeking resources, there was not a significant effect of group membership (F(1, 27) = 0,054; p= 0,817) indicating that the groups did not differ significantly in their seeking resources levels. There was a significant main effect of moment (F(1, 27)= 7,880; p= 0,009) suggesting that seeking resources changed significantly from t0 to t1. In addition, the interaction effect between group membership and moment was also significant (F(1, 27)= 10,070; p= 0,004) indicating that the change in seeking resources levels over time did differ significantly between the groups. The paired t-test shown in table 9 provides additional explanation. The change in seeking resources can be found in the significant (p<0,05) reduction of seeking resources amongst the control group (M_{t0} = 3,522 and M_{t1} = 3,133). Furthermore, seeking resources levels amongst the intervention group remained stable (M_{t0} = 3,369 and M_{t1} = 3,393). Nevertheless, seeking resources levels are higher amongst the intervention group which lends support to hypothesis 6A.

Onto optimising demands, no significant main effects were found indicating that no difference between groups, t0 & t1, or the change over time between groups is found. The paired sample t-tests conducted separately within both groups, as shown in table 9, reveals that optimising demands did increase in the intervention group (M_{t0} = 3,700 and M_{t1} = 3,857) as opposed to the control group (M_{t0} = 3,533 and M_{t1} = 3,573), but this increase was found to be non-significant (p= 0,174). Thus, the results don't support hypothesis 6B.

With minimising demands, there was a significant main effect of group membership (F(1, 27)= 4,601; p= 0,041) indicating that the groups differed in their levels of minimising demands. There was also a significant main effect of moment (F(1, 27)= 6,251; p= 0,019) suggesting that minimising demands changed significantly from t0 to t1. However, the interaction effect between group membership and moment was not significant (F(1, 27) = 0,250; p = 0,621) indicating that the change in minimising demands across time between the two groups was similar. The t-tests reveal that minimising demands did increase significantly in the control group (M_{t0} = 2,533; M_{t1} = 2,783; p=0,025), but not the intervention group (M_{t0} = 2,929; M_{t1} = 3,304; p=0,061). Therefore, the results do not support hypothesis 6C.

Onto the relational crafting dimensions. Expansion-oriented relational crafting's main effect of group membership (F(1, 27) = 0,682; p= 0,416) is insignificant, indicating that the groups did not differ. There also was not a significant main effect of moment (F(1, 27)= 1,340; p= 0,254) suggesting that the levels did not significantly from t0 to t1 if you exclude groups. However, the interaction effect between group membership and moment was significant (F(1, 27)= 10,781; p= 0,003) indicating that the change in expansion-oriented relational crafting levels over time did differ significantly between the groups. Lastly, with contraction-oriented relational crafting, no significant main effects were reported indicating no difference between groups, t0 & t1, or the change over time between groups was found. Its t-tests reveal that within the intervention group (M_{t0} = 3,107; M_{t1} = 2,875; p=0,222) and the control group it decreased insignificantly (M_{t0} = 2,833; M_{t1} = 2,533; p=0,101). Thus only partial support for hypothesis 6D is found.

Table 9: Paired Sample (one-sided) t-tests on intervention and control group at t0 & t1

Dimension	**Mean(SD)**	**Correlation**	**t-value(df)**	**One-Sided p**
Intervention Group				
Seeking Resources	M_{t0} = 3,369 (0,711)	0,893**	-0,273 (13)	0,394
	M_{t1} = 3,393 (0,694)			
Optimising Demands	M_{t0} = 3,700 (0,851)	0,706**	-0,974 (13)	0,174
	M_{t1} = 3,857 (0,635)			
Minimising Demands	M_{t0} = 2,929 (0,817)	0,172	-1,655 (13)	0,061
	M_{t1} = 3,304 (0,406)			
Expansion Rel. Crafting	M_{t0} = 2,411 (1,017)	0,707**	-3,61 (13)**	0,002
	M_{t1} = 3,107 (0,777)			
Contraction Rel. Crafting	M_{t0} = 3,107 (0,908)	0,223	0,791 (13)	0,222
	M_{t1} = 2,875 (0,853)			
Control Group				
Seeking Resources	M_{t0} =3,522 (0,556)	0,791**	4,061 (14)**	<0,001
	M_{t1} =3,133 (0,588)			
Optimising Demands	M_{t0} =3,533 (0,569)	0,537*	-0,286 (14)	0,389
	M_{t1} =3,573 (0,555)			
Minimising Demands	M_{t0} =2,533 (0,667)	0,781**	-2,137 (14)*	0,025
	M_{t1} =2,783 (0,7)			
Expansion Rel. Crafting	M_{t0} =2,7 (0,841)	0,291	1,369 (14)	0,096
	M_{t1} =2,367 (0,737)			
Contraction Rel. Crafting	M_{t0} =2,833 (0,895)	0,487*	1,34 (14)	0,101
	M_{t1} =2,533 (0,812)			

**. Significant at the 0,01 level.

*. Significant at the 0,05 level.

7.4.2 Hypothesis 7 & 8

Table 10 shows the results of the two-way mixed ANOVA on all the residual DVs (i.e. work engagement, stigma belonging, stigma, authenticity, Goal Attainment, exhaustion, emotional intelligence,

anxiety, camouflaging).

Table 10: Two-way mixed ANOVA with intervention and control group using t0 & t1 responses on DVs

Dimension	Group*Moment	Moment	Group
work engagement	F(1, 27) = 0,823	F(1,27)=2,275	F(1, 27) = 0,901
	p = 0,372; ηp^2 = 0,03	p=,143; ηp^2 =,078	p = 0,351; ηp^2 = 0,032
Stigma Belonging	F(1, 27) = 0,212	F(1,27)=,103	F(1, 27) = 1,353
	p = 0,649; ηp^2 = 0,008	p=,750;ηp^2 =,004	p = 0,255; ηp^2 = 0,048
Stigma Authenticity	F(1, 27) = 6,985	F(1,27)=,168	F(1, 27) = 0,881
	p = 0,014; ηp^2 = 0,206	p=,685;ηp^2 =,006	p = 0,356; ηp^2 = 0,032
Goal Attainment$_b$	F(1, 27) = 0,037	F(1,27)=2,406	F(1, 27) = 10,06
	p = 0,849; ηp^2 = 0,001	p=,133; ηp^2 =,082	p = 0,004; ηp^2 = 0,271
Exhaustion	F(1, 16) = 5,049	F(1, 16) = 1,133	F(1, 16) = 0,108
	p = 0,039; ηp^2 = 0,24	p = 0,303; ηp^2 = 0,066	p = 0,746; ηp^2 = 0,007
Emotional Intelligence$_b$	F(1, 16) = 0,138	F(1, 16) = 0,218	F(1, 16) = 0,031
	p = 0,715; ηp^2 = 0,009	p = 0,647; ηp^2 = 0,013	p = 0,863; ηp^2 = 0,002
Anxiety$_{ab}$	F(1, 27) = 0,62	F(1,27)=1,259	F(1, 27) = 0,002
	p = 0,438; ηp^2 = 0,022	p=,272;ηp^2 =,045	p = 0,961; ηp^2 = 0
Camouflaging	F(1, 27) = 0,06	F(1,27)=1,103	F(1, 27) = 0,097
	p = 0,809; ηp^2 = 0,002	p=,303; ηp^2 =,039	p = 0,758; ηp^2 = 0,004

a = Levene's test p<,05

b= Shapiro-Wilk p<,05

The seventh hypothesis states that the participants following the self-training intervention will report higher levels of well-being (i.e. anxiety, work engagement, and exhaustion; 7A), and subjective goal attainment (7B) compared to the control group. Work engagement shows no significant main or interaction effects which are in line with the paired t-tests shown in table 11 where the intervention group (M_{t0} = 4,167; M_{t1} = 3,810; p=0,109) and control group (M_{t0} = 3,644; M_{t1} = 3,556; p=0,242) decreased insignificantly. Anxiety showed no significant interaction or main effects (p>0,05). Anxiety's t-test reveals that the changes within the intervention group (M_{t0} = 11,143; M_{t1} = 10,000; p=0,152) and the control group (M_{t0} = 10,6; M_{t1} = 10,4; p=0,369) are insignificant. Exhaustion did not display significant main effects of group membership (F(1, 16) = 0,108; p= 0,746) or moment (F(1, 16) = 1,133; p= 0,303). It did have a significant interaction effect (F(1, 16) = 5,049; p= 0,039) indicating that the change in exhaustion levels over time did differ significantly between the two groups. Thus, hypothesis 7A can only be partially accepted due to the decrease in exhaustion levels.

Goal attainment had a significant main effect of group membership (F(1, 27) = 10,060; p= 0,004) indicating a significant difference in levels between the two groups. However, no significant main moment effect (F(1, 27) = 2,406; p= 0,113) or interaction effect (F(1, 27) = 0,037; p= 0,849) were found. The t-tests within the intervention group (M_{t0} = 5,667; M_{t1} = 5,857; p=0,179) and the

control group (M_{t0} = 4,556; M_{t1} = 4,8; p=0,117) also showcase the stark differences between the two groups (which were found to be significant in an earlier section), but that the means change between t0 and t1 within those groups is non-significant. Thus, there is insufficient support for accepting hypothesis 7B.

Emotional intelligence shows no significant main or interaction effects (p>0,05) which is in line with the t-tests where within the intervention group (M_{t0} = 3,300; M_{t1} = 3,275; p=0,471) and the control group (M_{t0} = 3,313; M_{t1} = 3,708; p=0,245) also report no significant changes. Thus, there is insufficient support for accepting hypothesis 7C.

The eighth hypothesis states that participants in the intervention group, following the job crafting intervention, will report lower levels of camouflaging behaviour (8A) and stigma (8B) compared to the control group. Camouflaging shows no significant main or interaction effects. The camouflaging t-test reveals that the changes within the intervention group (M_{t0} = 80,786; M_{t1} = 78,429; p=0,208) and the control group (M_{t0} = 78,933; M_{t1} = 77,467; p=0,271) are insignificant. Support for hypothesis 8A is therefore not found.

As shown in table 10 stigma belonging shows no significant main or interaction effects. Its t-tests also showed no significant change within the intervention group (M_{t0} = 2,964; M_{t1} = 2,946; p=0,456) and the control group (M_{t0} = 2,383; M_{t1} = 2,483; p=0,311). With stigma authenticity, there was not a significant effect of group membership (F(1, 27) = 0,881; p= 0,356) indicating that the groups did not differ. There also was a non-significant main effect of moment (F(1, 27)= 0,168; p= 0,685) suggesting that there is no significant difference between the levels from t0 to t1. However, the interaction effect between group membership and moment was found to be significant (F(1, 27)= 6,985; p= 0,014) indicating that the change in authenticity-related stigma levels over time did differ significantly between the two groups. To provide additional explanation, the paired t-test results indicate that stigma authenticity went down in the intervention group (M_{t0} = 3,625; M_{t1} = 3,295; p=0,046) whilst going up in the control group (M_{t0} = 3,05; M_{t1} = 3,292; p=0,034). Hypothesis 8B is therefore only partially accepted.

Table 11: Dependant variables paired Sample (one-sided) t-tests on intervention and control group at t0 & t1

Dimension	Mean(SD)	Correlation	t-value(df)	One-Sided p
Intervention Group				
Work engagement	M_{t0} = 4,167 (1,182)	0,738**	1,293 (13)	0,109
	M_{t1} = 3,810 (1,529)			
Stigma Belonging	M_{t0} = 2,964 (1,441)	0,914**	0,113 (13)	0,456
	M_{t1} = 2,946 (1,405)			
Stigma Authenticity	M_{t0} = 3,625 (0,999)	0,771**	1,817 (13)*	0,046
	M_{t1} = 3,295 (1,013)			
Goal Attainment	M_{t0} = 5,667 (0,795)	0,661**	-0,953 (13)	0,179
	M_{t1} = 5,857 (0,976)			
Exhaustion	M_{t0} = 4,067 (0,798)	0,669*	2,689 (9)*	0,012
	M_{t1} = 3,367 (1,104)			
Emotional Intelligence	M_{t0} = 3,300 (1,183)	0,667*	0,075 (9)	0,471
	M_{t1} = 3,275 (1,372)			
Anxiety	M_{t0} = 11,143 (4,975)	0,599*	1,07 (13)	0,152
	M_{t1} = 10,000 (3,305)			
Camouflaging	M_{t0} = 80,786 (13,122)	0,695**	0,839 (13)	0,208
	M_{t1} = 78,429 (13,771)			
Control Group				
Work engagement	M_{t0} =3,644 (0,886)	0,881**	0,718 (14)	0,242
	M_{t1} =3,556 (1,013)			
Stigma Belonging	M_{t0} =2,383 (1,105)	0,748**	-0,505 (14)	0,311
	M_{t1} =2,483 (1,05)			
Stigma Authenticity	M_{t0} =3,05 (0,71)	0,798	-1,976 (14)*	0,034
	M_{t1} =3,292 (0,769)			
Goal Attainment	M_{t0} =4,556 (1,2)	0,773**	-1,244 (14)	0,117
	M_{t1} =4,8 (0,95)			
Exhaustion	M_{t0} =3,458 (1,097)	0,161	1 (7)	0,175
	M_{t1} =2,792 (0,396)			
Emotional Intelligence	M_{t0} =3,313 (1,092)	0,514	-0,728 (7)	0,245
	M_{t1} =3,708 (0,805)			
Anxiety	M_{t0} =10,6 (3,68)	0,886**	0,341 (14)	0,369
	M_{t1} =10,4 (4,763)			
Camouflaging	M_{t0} =78,933 (12,77)	0,749**	0,625 (14)	0,271
	M_{t1} =77,467 (12,9)			

**. Significant at the 0,01 level.

*. Significant at the 0,05 level.

7.5 Hypothesis 9: Mediation Analysis of the Intervention

Hypothesis 9 aims to assess if job crafting acts as a partial mediator between the intervention and the residual independent variables. This hypothesis was tested using the PROCESS macro developed by Hayes & Rockwood (2017) for SPSS. For X we used the dichotomous variable Group Membership (i.e. control group or intervention group) to represent the intervention. For M, seeking resources, optimising demands, minimising demands, relational expansion and relational contraction were taken at moment t1 resulting in 5 mediators in total. This was used to conduct a parallel mediation analysis. As for Y, in each mediation analysis cycle, a different dependent variable (e.g. anxiety) measured at t1 was used until all dimensions were analysed. In addition, baseline measures for each variable (e.g. Anxiety_{t0} for Anxiety_{t1}) were incorporated to control for pre-existing differences. Additionally, just as in the previous mediation analysis *weekly working hours* was included as a covariate in the mediation analysis to control for potential confounding effects. As explained at the previous mediation analysis, this is because a job's characteristics, job crafting opportunities, and well-being are contingent on working hours. Furthermore, The sample size was 29 except for exhaustion and emotional intelligence which had a sample size of 18. This was due to the recording error as explained in the methodology section. Upon each iteration, new and unique results are generated. However, path *a* (i.e. IV –> Mx) remained largely the same with only marginal differences between each iteration. To improve readability, a representative case of path a will be reported. Deviations, if significant, from the representative case will be reported in the text.

Starting with path a. Table 12 reports path a of the mediation results using stigma authenticity as a representative outcome. Group membership significantly predicts seeking resources (β = ,271; p= ,000) with R^2 = 0,843, F(8,20)= 13,448 and p=0,000. When emotional intelligence was analysed, emotional intelligence at t0 as covariance also significantly predicted seeking resources (β = -,235; p= ,025). The IV insignificantly predicted optimising demands (p>0,05) in all variations of path a. When exhaustion was analysed, exhaustion at t0 as covariance also significantly predicted optimising demands (β = 0,520; p= ,006). Minimising demands was also insignificantly predicted by group membership. However, its associated model effect of path a did vary from being significant (with stigma belonging analysis: R^2 = 0,,509; F(8,20)= 2,587; p=0,040) to insignificant (with exhaustion analysis: R^2= 0,416; F(8,9)= 0,802; p = 0,617) depending on the combination of covariances indicating the complexity of minimising demands within this study. Expansion-oriented relational crafting was significantly predicted (β = ,413; p= ,001) with R^2 = 0,605, F(8,20)= 3,826 and p=0,007 by all group membership in all iterations. In addition, it was also significantly predicted by optimising demands (with camouflaging analysis: β = -,364; p= 0,025) at t0 as covariance in all iterations except for exhaustion and emotional intelligence. It must, however, be noted that in those cases the model effect summary was also insignificant with R^2 = 0,519; p = 0,339 and R^2 = 0,520 p = 0,302 respectively. The IV insignificantly predicted Contraction-oriented relational crafting (p>0,05) in all variations of path a.

Table 12: Mediation analysis path a results at t1 with group membership as IV including covariances for stigma Authenticity

Mediator	**B**	**SE**	**p**	β **(std.)**	**95% CI**	R^2	**F**	**p**
path a (IV -> Mx)								
Seeking Resources	,174	,041	,000	,271	[,088, ,260]	,843	13,448	,000
Optimising Demands	,069	,068	,326	,114	[-,074, ,211]	,509	2,594	,040
Minimising Demands	,141	,074	,071	,225	[-,013, ,295]	,468	2,201	,073
Relational Expansion	,344	,085	,001	,413	[,167, ,521]	,605	3,826	,007
Relational Contraction	,084	,106	,438	,100	[-,137, ,304]	,388	1,586	,191

Table 13 reports the findings of paths b and c' alongside the model effect of Mx on work engagement and X on work engagement. Except for baseline work engagement (β = ,780; p= ,000), none of the mediators or the IV had a significant effect. The model effect of path b and c' was significant with p= 0,001, R^2 = 0,759 and F(13, 15)= 2,456. The (partially) standardized indirect also came back insignificant with the confidence interval of all mediators including zero. Indicating that no mediating effect was found.

Table 13: Work engagement Mediation analysis path b and c' results at t1 with covariances

Path (predictor)	**B**	**SE**	**p**	β **(std.)**	**95% CI**
b (Mx -> DV)					
Seeking Resources	0,073	0,685	0,917	0,037	[-1,388, 1,533]
Optimising Demands	0,426	0,449	0,359	0,201	[-0,532, 1,383]
Minimising Demands	-0,122	0,419	0,774	-0,060	[-1,017, 0,772]
Relational Expansion	0,548	0,334	0,121	0,359	[-0,164, 1,260]
Relational Contraction	-0,031	0,271	0,911	-0,020	[-0,607, 0,546]
Work engagement_to	0,940	0,174	0,000	0,780	[0,569, 1,311]
c'					
Group	-0,279	0,181	0,144	-0,220	[-0,664, 0,106]
Model Effect	R^2= 0,759	F(13, 15)= 3,639	p= 0,01		
Std. indirect effect					
Bootstrapped at 5000					
Seeking Resources		,285		0,009	[-,364; ,402]
Optimising Demands		,153		0,014	[-,106; ,158]
Minimising Demands		,140		-,012	[-,296; ,189]
Relational Expansion		,432		,139	[-,187; ,781]
Relational Contraction		,089		-,001	[-,114; ,141]

Table 14 reports the findings of paths b and c' alongside the model effect of Mx on stigma belonging and X on stigma belonging. Expansion-oriented relational crafting significantly predicts stigma belonging (β = -,448; p= ,009). This indicates that expansion-oriented relational crafting negatively affects stigma. Baseline stigma belonging (t0) also significantly predicts stigma belonging (β = ,829;

p= ,000). The model effect of path b and c' was significant with p= 0,000, R^2 = 0,886 and F(13, 15)= 8,968. Unfortunately, the (partially) standardized indirect came back insignificant with the confidence interval of all mediators including zero. Indicating that, despite expansion-oriented relational crafting significantly negatively predicting stigma belonging, no mediating effect was found.

Table 14: Stigma belonging Mediation analysis path b and c' results at t1 with covariances

Path (predictor)	**B**	**SE**	**p**	**β (std.)**	**95% CI**
b (Mx -> DV)					
Seeking Resources	,933	,475	,068	,486	[-,080, 1,946]
Optimising Demands	-,496	,297	,116	-,242	[-1,130, ,138]
Minimising Demands	,037	,280	,898	,019	[-,560, ,633]
Relational Expansion	-,664	,221	,009	-,448	[-1,135, -,193]
Relational Contraction	-,165	,184	,382	-,112	[-,557, ,226]
Stigma Belonging$_{t0}$	,794	,120	,000	,829	[,537, 1,050]
c'					
Group	,103	,123	,415	,084	[-,160, ,367]
Model Effect	R^2=,886	F(13, 15)= 8,968	p=,000		
Std. indirect effect					
Bootstrapped at 5000					
Seeking Resources		,219		,124	[-,140, ,465]
Optimising Demands		,079		-,026	[-,193, ,081]
Minimising Demands		,106		,004	[-,153, ,215]
Relational Expansion		,222		-,181	[-,499, ,160]
Relational Contraction		,058		-,009	[-,123, ,081]

Table 15 reports the findings of paths b and c' alongside the model effect of Mx on stigma authenticity and X on stigma authenticity. Except for baseline stigma authenticity (β = ,724; p= ,000), none of the mediators or the IV had a significant effect. The model effect of path b and c' was significant with p= 0,004, R^2 = 0,795 and F(13, 15)= 4,482. The (partially) standardized indirect also came back insignificant with the confidence interval of all mediators including zero. Indicating that no mediating effect was found.

Table 15: Stigma authenticity mediation analysis path b and c' results at t1 with covariances

Path (predictor)	**B**	**SE**	**p**	β **(std.)**	**95% CI**
b (Mx -> DV)					
Seeking Resources	,610	,453	,197	,447	[-,354, 1,575]
Optimising Demands	-,260	,281	,370	-,178	[-,860, ,340]
Minimising Demands	-,113	,273	,684	-,081	[-,695, ,468]
Relational Expansion	-,235	,213	,287	-,222	[-,688, ,219]
Relational Contraction	-,059	,174	,738	-,057	[-,431, ,312]
Stigma Authenticity$_{t0}$	,711	,144	0,000	,724	[,537, 1,050]
c'					
Group	-,172	,122	,181	-,195	[-,433, ,089]
Model Effect	R^2= ,795	F(13, 15)= 4,482	p= ,004		
Std. indirect effect					
Bootstrapped at 5000					
Seeking Resources		,224		,121	[-,209, ,549]
Optimising Demands		,106		-,020	[-,190, ,122]
Minimising Demands		,138		-,018	[-,219, ,243]
Relational Expansion		,342		-,092	[-,549, ,301]
Relational Contraction		,088		-,006	[-,146, ,080]

Table 16 reports the findings of paths b and c' alongside the model effect of Mx on goal attainment and X on goal attainment. Except for baseline goal attainment (β = ,576; p= ,003), none of the mediators or the IV had a significant effect. The model effect of paths b and c' was significant with p= 0,003, R^2 = 0,804 and F(13, 15)= 4,729. The (partially) standardized indirect also came back insignificant with the confidence interval of all mediator variables including zero, indicating that no mediating effect was found.

Table 16: Goal attainment mediation analysis path b and c' results at t1 with covariances

Path (predictor)	**B**	**SE**	**p**	**β (std.)**	**95% CI**
b (Mx -> DV)					
Seeking Resources	,451	,528	,406	,267	[-,674, 1,576]
Optimising Demands	,714	,353	,061	,395	[-,038, 1,466]
Minimising Demands	-,467	,324	,170	-,269	[-1,157, ,224]
Relational Expansion	,211	,257	,426	,161	[-,338, ,759]
Relational Contraction	,182	,211	,403	,140	[-,269, ,633]
Goal Attainment$_{t0}$	,542	,152	,003	,576	[,218, ,867]
c'					
Group	-,017	,141	,908	-,015	[-,317, ,284]
Model Effect	R^2=,804	F(13, 15)= 4,729	,003		
Std. indirect effect					
Bootstrapped at 5000					
Seeking Resources		,350		,064	[-,321, ,364]
Optimising Demands		,177		,020	[-,122, ,191]
Minimising Demands		,315		-,053	[-,345, ,110]
Relational Expansion		,423		,061	[-,198, ,652]
Relational Contraction		,168		,016	[-,104, ,169]

Table 17 reports the findings of path b and c' alongside the model effect of Mx on DV and X on anxiety. With the exception of baseline anxiety (β = ,765; p= ,000), none of the mediators or the IV had a significant effect. The model effect of path b and c' was significant with p= 0,049, R^2 = 0,680 and F(13, 15)= 2,456. The (partially) standardized indirect also came back insignificant with the confidence interval of all mediator variables including zero. Indicating that no mediating effect was found.

Table 17: Anxiety Mediation analysis path b and c' results at t1 with covariances

Path (predictor)	**B**	**SE**	**p**	**β (std.)**	**95% CI**
b (Mx -> DV)					
Seeking Resources.	2,701	2,558	,308	,428	[-2,752, 8,154]
Optimising Demands.	-1,518	1,627	,366	-,225	[-4,986, 1,950]
Minimising Demands.	1,035	1,590	,525	,160	[-2,355, 4,426]
Relational Expansion	-1,781	1,234	,169	-,366	[-4,411, ,849]
Relational Contraction	-1,800	,992	,090	-,371	[-3,915, ,315]
Anxiety$_{t0}$	,724	,160	,000	,765	[,383, 1,065]
c'					
Group	-,035	,672	,959	-,009	[-1,467, 1,396]
Model Effect	R^2=,680	F(13, 15)= 2,456	p=,049		
Std. indirect effect					
Bootstrapped at 5000					
Seeking Resources		BootSE= ,336		,109	[-,366, ,536]

Table 17: Anxiety Mediation analysis path b and c' results at t1 with covariances

Path (predictor)	**B**	**SE**	**p**	β **(std.)**	**95% CI**
Optimising Demands		BootSE= ,130		-,024	[-,209, ,132]
Minimising Demands		BootSE= 1,013		,037	[-,205, ,365]
Relational Expansion		BootSE= 2,411		-,147	[-,625, ,320]
Relational Contraction		BootSE= 2,694		-,031	[-,209, ,112]

Table 18 reports the findings of paths b and c' alongside the model effect of Mx on camouflaging and X on camouflaging. With the exception of baseline camouflaging (β = ,880; p= ,000), none of the mediators or the IV had a significant effect. The model effect of path b and c' was also insignificant with p= 0,051, R^2 = 0,680 and F(13, 15)= 2,456. The (partially) standardized indirect also came back insignificant with the confidence interval of all mediator variables including zero. Indicating that no mediating effect was found.

Table 18: Camouflaging mediation analysis path b and c' results at t1 with covariances

Path (predictor)	**B**	**SE**	**p**	β **(std.)**	**95% CI**
b (Mx -> DV)					
Seeking Resources	-0,529	8,149	0,949	-,026	[-17,901, 16,842]
Optimising Demands	-0,896	5,252	0,867	-,041	[-12,092, 10,300]
Minimising Demands	1,725	5,283	0,749	,082	[-9,537, 12,987]
Relational Expansion	3,161	3,968	0,438	,201	[-5,297, 11,619]
Relational Contraction	3,676	3,275	0,279	,235	[-3,305, 10,656]
Camouflaging_{t0}	0,880	0,176	0,000	,856	[0,504, 1,255]
c'					
Group	-1,410	2,156	0,523	-,108	[-6,007, 3,186]
Model Effect	R^2=,680	F(13, 15)= 2,456	p= 0,051		
Std. indirect effect					
Bootstrapped at 5000					
Seeking Resources		7,368		-0,087	[-6,913, 4,804]
Optimising Demands		1,891		-0,057	[-2,546, 1,955]
Minimising Demands		3,938		0,242	[-2,802, 5,517]
Relational Expansion		6,489		1,066	[-6,196, 8,204]
Relational Contraction		1,375		0,26	[-1,932, 2,052]

Table 19 reports the findings of path b and c' alongside the model effect of Mx on exhaustion and X on exhaustion. No statistically significant effects were found. No confidence intervals of the Standardized indirect effect were reported due to the low sample size (18).

Table 19: Exhaustion mediation analysis path b and c' results at t1 with covariances

Path (predictor)	**B**	**SE**	**p**	β **(std.)**	**95% CI**
b (Mx -> DV)					
Seeking Resources	0,595	0,674	0,427	0,437	[-1,280, 2,469]
Optimising Demands	0,017	0,838	0,985	0,009	[-2,316, 2,350]
Minimising Demands	-0,592	0,477	0,282	-0,343	[-1,920, 0,735]
Relational Expansion	-0,152	0,295	0,634	-0,128	[-0,973, 0,670]
Relational Contraction	-0,250	0,288	0,433	-0,211	[-1,050, 0,550]
Exhaustion_{t0}	0,545	0,349	0,193	0,541	[-0,425, 1,516]
c'					
Group	-0,086	0,197	0,685	-0,088	[-0,632, 0,461]
Model Effect	R^2= ,912	F(13, 4)= 3,204	,135		
Std. indirect effect					
Bootstrapped at 5000					
Seeking Resources				0,105	
Optimising Demands				0,000	
Minimising Demands				-,078	
Relational Expansion				-,057	
Relational Contraction				,002	

Table 20 reports the findings of paths b and c' alongside the model effect of Mx on emotional intelligence and X on emotional intelligence. No statistically significant effects were found. No confidence intervals of the Standardized indirect effect were reported due to the low sample size (18).

Table 20: Emotional intelligence mediation analysis path b and c' results at t1 with covariances

Path (predictor)	**B**	**SE**	**p**	β **(std.)**	**95% CI**
b (Mx -> DV)					
Seeking Resources	0,419	2,208	0,859	0,265	[-5,724; 6,563]
Optimising Demands	0,191	1,345	0,894	0,091	[-3,552; 3,933]
Minimising Demands	-0,439	1,012	0,687	-0,219	[-3,254; 2,376]
Relational Expansion	0,107	0,731	0,890	0,078	[-1,926; 2,141]
Relational Contraction	0,801	0,693	0,312	0,580	[-1,127; 2,729]
EmoInt_{t0}	0,869	0,541	0,183	0,854	[-0,635; 2,374]
c'					
Group	0,094	0,535	0,870	0,083	[-1,394; 1,581]
Model Effect	R^2= ,608	F(13, 4)= ,477	p= ,860		
Std. indirect effect					
Bootstrapped at 5000					
Seeking Resources				,065	
Optimising Demands				,000	
Minimising Demands				-,054	
Relational Expansion				,034	
Relational Contraction				-,011	

All in all, the results of the mediation analysis do not support hypothesis 9. Path a was found to be significant for expansion-oriented relational crafting and seeking resources which indicates that the self-training intervention or a lack of intervention did affect those dimensions. However, no significant path b or c' was found, except for expansion-oriented relational crafting -> stigma belonging. These findings indicate that there is no support for any of the job crafting dimensions mediating the effects of the intervention onto the dependent variables.

8 Discussion

The goal of this study was to investigate the effectiveness of job crafting (i.e. seeking resources, optimising demands, minimising demands, and relational crafting) and job crafting interventions amongst an autistic and ADHD sample for addressing workplace well-being (i.e. anxiety, work engagement, and exhaustion), camouflaging behaviour and perceived stigma. People with autism or ADHD in the workforce report lower levels of personal well-being compared to their neurotypical counterparts (Hymas et al., 2022; McDowall et al., 2023). These factors tend to be exacerbated by perceived stigma (i.e. the feeling of being perceived as less valuable than the rest of society) and camouflaging behaviour (i.e. the explicit effort to hide or compensate for neurodivergent characteristics) as it further reduces mental and physical well-being by pressuring people with autism and ADHD to conform to external expectations (Doyle et al., 2022; Turnock et al., 2022; T. D. Johnson & Joshi, 2016; Arnold et al., 2023; Cage et al., 2018). With this study, the aim was to improve the well-being of people with autism and ADHD by decreasing levels of anxiety, exhaustion, camouflaging and perceived stigma. In addition to improving work engagement and goal attainment.

Job crafting was suggested as a method of addressing those needs. Contemporary job crafting research has shown positive relationships between job crafting behaviours and an improvement in emotional, psychological and social well-being in the form of increased work engagement, a reduction in exhaustion stressors, a reduction in psychological distress, a reduction in job strain and an increase in end-of-day vigour (De Devotto et al., 2020; Lichtenthaler & Fischbach, 2019; Rudolph et al., 2017; Sakuraya et al., 2017; Shi et al., 2021; Slemp & Vella-Brodrick, 2014; Tims et al., 2013; L. Zhang et al., 2018). Job crafting interventions (online and offline) that incorporate proactive goal-setting and promote self-awareness through reflection in accordance with JD-R theory have shown to reduce levels of burnout and fatigue while also improving job crafting behaviours such as seeking resources (Costantini et al., 2021; Demerouti, 2023; Demerouti et al., 2021; Oprea et al., 2019; van Wingerden et al., 2017). Those intervention-based studies were already building from a theoretical base of job crafting literature that showcased that those engaged in job crafting behaviours displayed higher levels of well-being whilst also reporting higher levels of work engagement and goal attainment. Due to these promising findings of increased levels of well-being through job crafting and, in short, the lack of well-being among neurodivergent individuals the following research question was formulated: *How does job crafting, learned from self-training interventions, affect workplace well-being (i.e. anxiety, work engagement, and exhaustion), camouflaging tendencies and perceived stigma of workers with autism and ADHD?*.

The pre-intervention analysis showcased that among an autistic & ADHD sample seeking resources and optimising demands are positively correlated to work engagement. Moreover, optimising demands and minimising demands are positively correlated to goal attainment. Additionally, it was found that perceived stigma with respect to authenticity positively predicted camouflaging behaviour. It was also found that expansion-oriented relational crafting significantly predicted

masking behaviour.

Post-intervention, it was found that those who participated in the intervention showcased a noteworthy substantial increase in expansion-oriented relational crafting from t0 to t1 but also scored comparatively better than the control group. The intervention group also reported comparatively higher levels of seeking resources than their control group counterpart. In addition, those participating in the intervention also reported lower levels of authenticity-related stigma and exhaustion. Despite these findings, anxiety, camouflaging behaviour, goal attainment and work engagement remained unchanged. Job crafting's role as a mediator in an intervention is also unsupported. All in all, the online self-training job crafting intervention based on pro-active goal setting and JD-R theory amongst an autistic & ADHD sample improved socialisation efforts and yielded a decrease in levels of exhaustion and perceived stigma.

8.1 Discussion: pre-intervention

This section will address the theoretical contributions and implications regarding three research interest points. First, the relationship between job crafting and well-being (i.e. anxiety, work engagement, and exhaustion) will be examined to see if previous literature claims apply to an autistic & ADHD sample. Secondly, how the job crafting behaviours relate to stigma and camouflaging behaviour will be investigated. Lastly, stigma acting as a mediator between job crafting and well-being, goal attainment & camouflaging behaviour will be discussed.

8.1.1 Job Crafting's Relationship with well-being and goal attainment

One of the goals of this study is to investigate how job crafting behaviours (i.e. seeking resources, minimising demands, optimising demands, expansion-oriented relational crafting and contraction-oriented relational crafting) relate to well-being (i.e. anxiety, work engagement and exhaustion) and goal attainment amongst an autistic & ADHD sample.

Pre-intervention results indicate that, in large, among an autistic & ADHD sample the job crafting behaviours did not correlate with or predict well-being and goal attainment. At t0, no correlation between the job crafting behaviours and anxiety and exhaustion was found. The results of the mediation analysis also show the lack of significant predictive power of the job crafting behaviours at t0 onto anxiety and exhaustion ($p < 0,05$). With work engagement, it too was not predicted by any of the job crafting behaviours despite being significantly positively correlated with seeking resources (r_s= ,219 and p= 0,046) and optimising demands (r_s= ,271 and p= 0,018). This is in stark contrast with previous studies on the matter. They frequently highlighted the positive relationships between job crafting and well-being (De Devotto et al., 2020; L. Zhang et al., 2018; Hulshof et al., 2020). Studies have also previously reported on the positive relationship between job crafting and work engagement and goal attainment (Bakker & Demerouti, 2017; Lichtenthaler & Fischbach, 2019). Especially expansion-oriented job crafting behaviours such as seeking resources are frequently cited as an important factor (Lichtenthaler & Fischbach, 2019; Sakuraya et al., 2017; Tims et al., 2013). The findings become more interesting when taking into account that the only

significant predictive relationship was found between minimising demands and goal attainment (β = ,345; p= ,021) which can indicate that autistic people who normally engaged in higher levels of minimising demands without intervention are better in goal attainment than others. This is noteworthy because optimising demands did not report the same favourable effect as minimising demands behaviour. This could be attributed to, as Bury et al. (2022) highlighted, that job demands and resources are experienced differently for neurodivergent people. As overstimulation is a common problem that stems from too many demands (Arnold et al., 2023; Cage et al., 2018) and the minimising of demands pertains to minimising psychological, emotional, and physical demands (Demerouti & Peeters, 2018; Petrou et al., 2012), the reduction of those demands can therefore yield more favourable results than optimising.

8.1.2 Stigma, job crafting, and camouflaging behaviour

Another important aspect of this study is investigating the role perceived stigma and camouflaging behaviour play with respect to job crafting. Previous research studying the effects of perceived stigma and camouflaging behaviour reported that they contribute significantly to higher levels of anxiety, fatigue (Lai et al., 2017; Cage et al., 2018) and depression (Doyle et al., 2022; T. D. Johnson & Joshi, 2016; Turnock et al., 2022; Wicherkiewicz & Gambin, 2024). However, to our knowledge, no quantitative study has been conducted on the relationship between job crafting and stigma & camouflaging behaviour. Thus, the theoretical contribution lies in how, if at all, job crafting behaviours relate to perceived stigma and, ultimately, camouflaging behaviour.

The results gained from the pre-intervention analysis at t0 indicate that perceived stigma is correlated with relational crafting. In the correlation analysis, expansion-oriented crafting is significantly negatively correlated to perceived stigma relating to authenticity (r_s= -0,240 and p= 0,032) which seems to indicate that higher levels of expanding ones social network are accompanied by lower feelings of perceived stigma. Those that reported higher levels of contraction-oriented crafting also reported higher levels of not belonging (r_s= 0,241 and p= 0,032). Noteworthy is that the correlation coefficient and p value are almost identical for the two different sides of the same coin that is relational crafting and perceived stigma. Unfortunately, no job crafting behaviour significantly predicted stigma when a mediation analysis was conducted.

Perceived stigma related to authenticity did significantly positively predict the two camouflaging behaviours. This supports the idea camouflaging behaviours do stem from felt stigma which is inline with existing literature (Turnock et al., 2022; McDowall et al., 2023). Even though this result was expected, this is a novel finding that through quantitative methods showcases that a predictive relationship between stigma and camouflaging is found. Previous studies have relied on qualitative research methods. However, the data does not indicate that stigma predicts any of the other variables. This is despite the high levels of significant correlation stigma has with exhaustion or anxiety. This result is unexpected as existing literature reports stigma to directly effect well-being (Turnock et al., 2022) and lead to negative health (Doyle et al., 2022; T. D. Johnson & Joshi, 2016) which could negatively affect goal attainment. This further highlights the complex

and multifaceted nature of stigma amongst an autistic & ADHD population.

Onto camouflaging behaviour and job crafting. Interestingly, expansion-oriented relational crafting (r_s= -0,299 and p= 0,011) and seeking resources (r_s= -0,255 and p= 0,027) were found to be significantly negatively correlated with the assimilation side of camouflaging. In addition, expansion-oriented relational crafting (r_s= 0,281 and p= 0,016) was found to be significantly positively related to the masking side of camouflaging. As mentioned in the methodology, the 'assimilation' subscale more accurately represents the feeling of a person with ADHD or autism to authentically express oneself (i.e. not feeling the need to 'perform' a certain way) and is, therefore, more closely associated with stigma. The results, therefore, indicate that those who reported higher levels of network expansion and seeking resources behaviour felt less need to 'perform' or camouflage their behaviour. However, interestingly, the lower reported levels of assimilation are paired with higher levels of masking awareness as expansion-oriented relational crafting positively correlated with the masking side of camouflaging. In other words, participants who reported higher levels of expansion-oriented relational crafting also reported higher levels of bodily cognition whilst almost paradoxically feeling more able to express themselves authentically. A noteworthy finding is that the mediation analysis also revealed that expansion-oriented relational crafting significantly predicted camouflaging masking (β= ,312 and p= ,048) which indicates that higher levels of expansion-oriented relational crafting lead to higher levels of masking awareness. This is not only a novel finding as this is the first study that connects job crafting behaviours to an explicitly autistic & ADHD dimension, but also theoretically noteworthy. It can potentially implicate that when people with autism or ADHD engage more in expansion-oriented relational crafting behaviour they find themselves in novel situations where they feel the need to be more cognizant of how they present themselves, as Cage & Troxell-Whitman (2019) also suggests researching. Other factors to consider are that the motivation for engaging in camouflaging behaviour is contingent on other factors such as gender (Cage & Troxell-Whitman, 2019; Doyle et al., 2022; Wicherkiewicz & Gambin, 2024), age (Cage & Troxell-Whitman, 2019), and diagnosis (van der Putten et al., 2024).

8.2 Discussion: The Intervention

In this section, the theoretical contributions and implications regarding the results of the online self-training intervention will be discussed. The first subsection will pertain to how job crafting behaviours were affected following the intervention. The second subsection will address the results and implications of the outcome variables following the intervention. Lastly, the third subsection will discuss the role of job crafting behaviours on the outcome variables as a potential mediator and predictor. The findings of this phase of the study not only build on existing job crafting intervention literature but also provide novel insight into the effectiveness of job crafting amongst an autistic & ADHD population. In addition, the findings will provide valuable insight into the design of self-training methods for addressing neurodivergent-specific problematics such as camouflaging and social relationships. The following findings are therefore unique to job crafting literature and the study of autism & ADHD in the workplace.

8.2.1 How job crafting was affected by the intervention

One of the main novel findings in this study was the improvement of expansion-oriented relational crafting amongst the intervention group. Whilst an increase was expected, taking into account the relatively small total sample (N=29) and equivalence in means at t0 (see table 4), a statistically significant difference between the control and intervention groups is noteworthy. Also taking into account the insignificant decrease in contraction-oriented relational crafting, this result indicates that people diagnosed with autism following the self-training intervention engaged in more effective social relationships in the workplace; they balanced their network. A possible explanation for this increase might be found in the way the self-training is designed. As T. D. Johnson & Joshi (2016) highlighted in their qualitative research "[u]nderstanding the job social demands, or job requirements that involved interacting with coworkers, customers, and/or clients" (T. D. Johnson & Joshi, 2016, p. 435) seems to be important to people with autism. The various job crafting behaviours and reducing stress demands management the participants get taught through exercises incorporate reflecting and acting on a job's social aspect. For example, if the participant wants additional time to work on a report, they would have to relay this information to their supervisor. In this way, every module of the intervention is a day where relational crafting and communication skills are taught. Which, as detailed before, is a commonly cited problem for people with autism and ADHD (Cage et al., 2018; Ezerins et al., 2023; Khalifa et al., 2019; Sarkis, 2014). Additionally, proactive goal setting can also play a role. People with autism experience ambiguity as inhibiting themselves (Arnold et al., 2023; Bury et al., 2022; Hayward et al., 2020; Khalifa et al., 2019) whilst people with ADHD tend to suffer from executive dysfunction which tends to impact planning and overall self-regulation (Abecassis et al., 2017; Ramsay, 2017). As per pro-active goal setting, the concretisation of thoughts and making them actionable can help address this and produce intrinsic motivation to complete the goal (Parker et al., 2010; van Wingerden et al., 2017). This would also be in line with the self-training intervention findings of Demerouti (2023). The most important takeaway is that this result showcases that, despite it being a common difficulty, through job crafting self-training people with autism & ADHD significantly elevated their socialisation efforts.

An additional noteworthy finding is the stabilisation of seeking resources behaviour amongst those who followed the intervention. Whilst the seeking resources levels amongst the intervention group remained stable between t0 and t1 (M_{t0}= 3,369 and M_{t1}= 3,393), the control group saw a significant decrease in seeking resources levels (M_{t0}= 3,522 and M_{t1}= 3,133). The significance of this finding is also supported by the intervention mediation analysis where intervention participation significantly predicted seeking resources behaviour (β = ,271; p= ,000) even when controlled for baseline seeking resources. These results indicate that those who followed the self-training remained more consistent in their seeking resources efforts. The stabilisation of seeking resources amongst the intervention group is in line with existing job crafting literature (Oprea et al., 2019) but is still noteworthy as these results indicate that the trend also continues amongst an autistic & ADHD sample.

8.2.2 How the dependant variables were affected by the intervention

Another goal is to study the effectiveness of an online self-training intervention on well-being, goal attainment, stigma, and camouflaging behaviour amongst an autistic sample. Literature on the effects of a training intervention on well-being have reported desirable effects on fatigue, emotional regulation (Demerouti, 2023), and work engagement (Oprea et al., 2019; van Wingerden et al., 2017). However, no studies have been conducted on the effects of a job crafting intervention on autism and ADHD specific problems such as stigma and camouflaging.

The first noteworthy findings are that perceived stigma relating to authenticity and exhaustion has decreased following the intervention. This decrease was partially expected because it was hypothesised that the intervention would spur participants to enact changes in accordance with their identity which allows them to more authentically express themselves. The results indicate that the self-training intervention through proactive goal setting pushes participants to address their needs in the workplace making them feel like they can be their more authentic selves. A potential explanation could be that acting on one's needs is a limited form of disclosure which would lead to a reduction in perceived stigma as other studies have suggested (Doyle et al., 2022; McDowall et al., 2023; T. D. Johnson & Joshi, 2016). It could be that through the job crafting intervention, the participants were able to address their intrinsic need for autonomy as suggested by (Slemp & Vella-Brodrick, 2014). And by exerting more autonomy, one could be able to more authentically present themselves.

Furthermore, the results indicate that self-training intervention reduced exhaustion levels in the intervention participants whilst the control group did not. Due to the social aspect and a lack of planning being a stressor for people with autism and ADHD, it was also hypothesised that exhaustion would also decrease following the intervention. The results from the two-way mixed ANOVA support this claim as the interaction effect ($F(1, 16) = 5{,}049$; $p = 0{,}039$) indicated that the change in exhaustion levels over time did differ significantly between the two groups. A potential explanation for this decrease can be found, as stated in the hypothesis section, in COR theory where a surplus of resources or optimized demands also fosters internal recovery, thereby reducing end-of-day fatigue (Shi et al., 2021; Hobfoll, 2002). A JD-R theory explanation would emphasise that the demands of the intervention participants are more balanced with their job resources which leads to a lowering of burnout symptoms (Tims et al., 2013). When considering that exhaustion also stems from social demands (Bury et al., 2022; T. D. Johnson & Joshi, 2016) and that expansion-oriented relational crafting improved, the reduction could be attributed to the increased balance of social demands and resources. A previous self-training intervention has also shown a decrease in fatigue following the intervention (Demerouti, 2023). Even if job crafting behaviours might not predict exhaustion, this result following a self-training intervention would also provide support for the claim made by Shi et al. (2021) where it is suggested that employees with high self-control demands would benefit more from engaging in job crafting as this would help prevent fatigue. This would also tie in with addressing autonomy as an intrinsic need which, when addressed, could lead

to favourable well-being results (Slemp & Vella-Brodrick, 2014). At the end of the day, considering that people with autism & ADHD experience more and different personal demands compared to neurotypical people(Bury et al., 2022), an intervention focused on addressing those demands, as was done in this study, seems to provide desirable results with respect to exhaustion and feeling to able to authentically express oneself.

Despite these desirable findings, it is noteworthy that camouflaging behaviour and anxiety did not significantly change. Existing literature has pointed towards the positive relationship between stigma and camouflaging behaviours (Doyle et al., 2022; Hull et al., 2019; van der Putten et al., 2024; Turnock et al., 2022). Camouflaging behaviour, in turn, may contribute to higher levels of anxiety, fatigue, and autistic burnout (Arnold et al., 2023; Cage et al., 2018; Lai et al., 2017; Spek et al., 2021; Wicherkiewicz & Gambin, 2024). Therefore it was expected, as also stated previously, that as the ability to authentically express oneself increased, the need for camouflaging would decrease which also decreases anxiety. The results are not in line with this expectation. While stigma relating to authenticity decreased, anxiety and camouflaging behaviours remained largely unchanged. This indicates that the need or effects of camouflaging might be more complex than thought. It might be the case that a baseline of camouflaging is present due to the office environment, implicitly or explicitly, demanding a certain type of office-friendly behaviour. The psycho-somatic effects, such as anxiety, of camouflaging behaviour might also differ highly from person to person based on their socio-economic conditions, age or gender. Some people with autism or ADHD might already be used to camouflaging and thus its negative effects are less noticeable or prevalent. As Cage & Troxell-Whitman (2019) and (Wicherkiewicz & Gambin, 2024) highlight, women with autism camouflage for more conventional reasons to get by at work instead of trying to fit in. Taking into account the large percentage of women in this study, this could explain the lack of camouflaging change. In addition, time since diagnosis also seems to affect how people experience and cope with autism (T. D. Johnson & Joshi, 2016) which could provide additional detail as to why camouflaging and anxiety remain unaffected.

Work engagement and goal attainment also did not improve amongst the intervention group compared to the control group. It was expected that job crafting would improve job-person fit which would lead to increased levels of well-being and that an intervention would further enhance this. The lack of improvement could be explained by the fact that, with the exception of expansion-oriented relational crafting, job crafting levels also didn't improve significantly following the intervention.

Additionally, emotional intelligence did not improve which highlights that emotional awareness did not improve. This runs contrary to expectations. Whilst increased awareness is a theme throughout the intervention, the goal of the reducing stress demands module was to explicitly improve the awareness of stressors in the participants alongside the reduction of job demands that cause stress. This module followed the design by Demerouti (2023) which yielded favourable results towards emotional awareness. It was therefore expected that this trend would continue to an autistic & ADHD sample. An explanation could be the lack of sufficient samples as a consequence of the data

recording mistake made early in the data-gathering phase which significantly reduced the number of t0 measurements (From N=29 to N=18). Another reason could be that singular self-training intervention isn't sufficient to improve emotional intelligence when people with autism and ADHD commonly have problems with awareness and self-regulation. For this reason, as also hinted at by (Harmuth et al., 2018), holistic training that focuses on teaching stress management and emotional regulation skills could be more effective.

8.2.3 The relationship between job crafting and the outcome variables in an intervention setting

To contribute to our understanding of the effects of a job crafting self-training intervention on an autistic & ADHD sample, it is important to study job crafting behaviours' role in this effect. This was studied through a mediation analysis with the intervention as the independent variable and all the job crafting behaviours as mediators in a parallel mediation model.

Contrary to expectations, the mediation analysis results showcase that the relationships between job crafting and the outcome variables are limited. Following JD-R theory, it was expected that work engagement would improve when people are encouraged to craft their jobs (Bakker et al., 2012) in particular when structural and social job resources are increased (Tims et al., 2013; Sakuraya et al., 2017; Lichtenthaler & Fischbach, 2019). It was also expected that by engaging in job crafting, people with autism and ADHD can actively shape their work environments to be more inclusive and supportive, thus fostering well-being through tailored accommodations and enhanced inclusivity (Bury et al., 2022; Tims et al., 2013; Turnock et al., 2022). However, the results do not support this. A possible explanation could be that the intervention did not improve job crafting behaviour. The results, outside of expansion-oriented relational crafting, indicate that the job crafting behaviours remained stagnant at best. Because of this, it could be that the job demands or resources remained unbalanced thus not yielding the expected benefits that would follow.

The results do support the expectation that relational crafting and stigma are linked. Post-intervention the results suggest that higher levels of expansion-oriented relational crafting leads to lower perceived stigma with respect to belonging. This is noteworthy as it continues the trend found in the pre-intervention data analysis where it was highlighted that the relational crafting behaviours correlate with stigma. It is noteworthy, however, that in the pre-intervention mediation analysis, no significant predictive power of expansion-oriented relational crafting was found on either stigma subscales, but post-intervention it significantly predicts stigma belonging (β = -,448; p= ,009). As suggested earlier, a possible explanation could be that the self-training intervention internally motivated people to address their needs which requires communicating and connecting socially with co-workers. This could help in reducing perceived stigma as this effectively challenges their preconceived notions of stigma. As the literature states, people with autism and ADHD are less likely to express themselves authentically and speak up about issues related to their neurodivergence (McDowall et al., 2023; Turnock et al., 2022). By engaging in relational job crafting they challenge their pre-conceived notions of stigma. The results indicate that their fellow workers are

more amenable to their needs than previously thought which in turn lowers perceived stigma thus increasing the feeling of belongingness.

8.3 What was learned?

Taken all together, what was learned can be summarised as follows. Firstly, the study showcased that a JD-R theory-centred self-training intervention was effective at improving socialisation efforts amongst people with autism and ADHD. Various studies have highlighted the social barriers that inhibit people with autism and ADHD face to disclose their neurodivergence and needs (McDowall et al., 2023; Doyle et al., 2022). This is in addition to the pre-existing difficulties of identifying and communicating needs that people with autism and ADHD face (Arnold et al., 2023; Bury et al., 2022; Ramsay, 2017). Importantly, this study indicates that the concretisation of actionable thoughts through a self-training intervention centred around proactive goal setting and JD-R theory pushes people to communicate their needs despite those barriers.

Furthermore, those who followed the intervention saw a reduction in exhaustion and perceived stigma, indicating that communicating and addressing needs is accompanied by desirable effects. It also highlights that perceived stigma does not move in one direction but can also be chipped at by the workers. Whilst expected desirable work-related outcomes, such as work engagement and goal attainment, or a predictive link between relational crafting and anxiety were not found, the study findings hint at improved employment sustainability by promoting the communication of needs which allows for a reduction in exhaustion and perceived stigma instead of allowing unaddressed needs to fester.

Secondly, the study also highlighted how some of the hypothesised desirable effects of job crafting and the job crafting intervention on work engagement, anxiety, emotional intelligence and goal attainment amongst an autistic & ADHD sample. Contemporary job crafting literature reports how job crafting behaviours such as optimising demands and seeking resources predict higher levels of work engagement (Hulshof et al., 2020; Sakuraya et al., 2017) and well-being (Rudolph et al., 2017; Sakuraya et al., 2017; Slemp & Vella-Brodrick, 2014; Tims et al., 2013). Job crafting interventions were also found to further enhance work engagement (Oprea et al., 2019), emotional intelligence (Demerouti, 2023) and job crafting behaviours (Demerouti et al., 2021; Oprea et al., 2019). This study fails to replicate these findings amongst an autistic and ADHD sample which challenges the generalisability of job crafting literature when extending it to people with autism & ADHD.

9 Conclusion, practical implications, future research & Limitations

9.1 Practical implications

As for practical implications, the self-training intervention can be used as a template and inspiration for enhancing workplace socialisation efforts and feelings of belongingness. This study showcased

that socialising efforts increased following the self-training intervention which was accompanied by a reduction in exhaustion levels and perceived stigma. With the noteworthy difficulty of engaging in and maintaining social relationships, this training can be a worthwhile tool for organisations to implement in the workforce to improve socialisation efforts and feelings of belonging. A non-autistic workforce is also likely to benefit from this training as difficulties with social relationships or not feeling like one belongs is not exclusive to people with autism or ADHD. It should, however, be added that the training should not replace accommodations, but rather be used alongside it. As previous studies have shown, accommodations are appreciated but lack the nuance necessary to address the heterogeneity of autism and ADHD (Doyle et al., 2022; Ezerins et al., 2023; Sarkis, 2014). The self-training should be implemented alongside structural accommodations to provide a holistic but also personalised approach to addressing the needs of people with autism.

9.2 Study limitations

Whilst this study does put forward noteworthy findings that contribute to both job crafting and neurodivergent literature, it does have its limitations. Firstly, due to a technical data recording mistake, a significant amount of exhaustion and emotional intelligence observations at t0 are missing. This not only diminishes statistical power and its inferences when analysing how they change after the intervention, but it also diminishes explanatory power when examining how exhaustion or emotional intelligence relates to the other variables as only cases that missed variables were omitted from those analyses. This would've been less of an issue if the sample size of those who completed t0 and t1 were higher. A larger size would also further improve statistical power as parametric statistical methods tend to be robust towards the normality assumption being violated if the sample size is high.

Moreover, considering the limited sample size, the study may lack generalisability as a consequence of high demographic variance. Due to the open-participation invitation, alongside participants from the technology company, a diversity of working sectors was noted. This could limit generalisability due to the heterogeneity in work environments. The same holds for gender, race and age as each affects autism, ADHD, perceived stigma or camouflaging behaviour differently (Cage & Troxell-Whitman, 2019; Doyle et al., 2022; T. D. Johnson & Joshi, 2016; Lauder et al., 2022; Wicherkiewicz & Gambin, 2024). It follows that this would also affect how it interacts with the intervention and job crafting. It should also be noted that, despite their high correlation and shared problems, autism and ADHD are different. For example, camouflaging behaviour is generally lower amongst people with ADHD (van der Putten et al., 2024) which could mean that the adverse effects of camouflaging are less than people with autism do. This could have impacted the level of job crafting behaviour but also the intervention effectiveness. The intersectional approach should be supported in future research but a larger sample size should be used to account for that.

Secondly, the study may have been influenced by environmental or organisational factors outside its control. For example, managers or co-workers can still display a stigmatising attitude towards autism and ADHD. It is reasonable to assume that this does occur as Doyle et al. (2022) and

McDowall et al. (2023) do highlight that stigmatising attitudes towards autism and ADHD are commonplace. Moreover, organisational structures or a sudden increase in workload could also have occurred which could have affected well-being. Organisational structures could have also limited job crafting behaviours by limiting job crafting possibilities and opportunities. Continuing, organisation factors could also negatively impact self-training participation as participants might have occasionally had to focus on their main tasks which would dissuade them from completing a self-training module.

Thirdly, the self-training intervention format created a variance in intervention experience and data collection intervals. The self-training intervention was started on either a Monday or a Wednesday (except for one on Tuesday) to reduce the time between t0 and the start of the self-training. Participants not starting on a Monday are not able to finish the self-training modules within one workweek as they have to complete four modules. This resulted in the continuation of the intervention into the following week which means that those participants had a weekend to recover from work which could have affected intervention efficacy as well as well-being. Ideally with this self-training intervention structure, the intervention should start on Monday as this would allow the participants to complete the training in a single workweek. Moreover, due to self-training relying on a personal commitment to complete, module completion varies amongst the intervention participants. There is therefore a variation in how participants experienced the online self-training. The same holds for the completion of the post-measurement survey. Even though it was scheduled 7 days after the last module implementation day, some participants had to be reminded to complete the post-measurement even 12 days after the intervention had concluded, resulting in variance. This inconsistency in the timing of post-measurements may have introduced variability in the data, potentially affecting the accuracy and reliability of the results. Moreover, the relatively short interval between intervention completion and post-measurement and the overall short duration of the intervention might be too narrow to grasp the behavioural changes fully. Physical intervention sessions could help create a more consistent intervention experience and homogenise the interval between training and data measurement.

9.3 Future research

The current study is unique because it is the first to investigate the relationship between job crafting and autism, but also the effectiveness of a self-training intervention on commonly cited autism and ADHD problematics in the workplace. The study highlighted that there is a relationship present between job crafting behaviours and stigma, but the findings remain initial. Future research should further investigate the relationships between job crafting and stigma in various specific work settings. This can help reduce variation in the workplace environment and provides insight into how autism & ADHD-related stigma operate in different settings. For example, an engineering work environment probably has a different culture, ways of communication or attitude towards people with autism & ADHD than a sales or marketing environment. Additionally, further research should be conducted on how JD-R theory applies to people with autism. Bury et al. (2022) provided a

theoretical base to work from, but more research should be done on the matter to gain insight into what role job demands and resources play in people with autism and how they contrast with neurotypical people. For example, when considering the role of contraction-oriented crafting such as reducing demands. Moreover, those research endeavours should incorporate an intersectional approach as suggested by (Doyle et al., 2022) to gain a more broad and detailed picture can be created that explains the probable diverse relationships between job crafting and stigma.

Secondly, it would be valuable to research how structural accommodations, work environments and interventions interact with each other. Currently, this study sought to investigate the effectiveness of a job crafting intervention. However, structural and environmental processes are still at work (Blackburn, 2023; Doyle et al., 2022; Ezerins et al., 2023) which do impact intervention effectiveness and attitude. Taking this into account, it would also be worthwhile to examine camouflaging behaviour and stigma. As this study showed, there are some initial signs that the two are related in some way, but additional data is needed on the subject to more comprehensively determine their relationship status. Examining a company's structural effects, accommodations and workplace culture on those camouflaging behaviours and perceived stigma would provide valuable insight into their interaction.

Thirdly, examining the longitudinal effectiveness of the self-training job crafting intervention would be worthwhile. The current study is focused on the immediate effectiveness of a job crafting intervention amongst an autistic & ADHD sample. However, whether these effects are long-lasting is unknown. Various studies utilise multiple post-measurements (Demerouti et al., 2021; Costantini et al., 2022; Wang et al., 2023) to gain a deeper understanding of how job crafting and the DVs relate and develop over time. The additional points of data collection provide not only a deeper understanding of your sample but also provide higher explanatory detail when examining the relationships between variables and time. Therefore, a longitudinal study on the effectiveness of a job crafting intervention amongst an autistic and ADHD sample would provide a deeper understanding on how autism and ADHD-specific issues such as stigma and camouflaging change over time and how they relate to job crafting.

9.4 Conclusion

To conclude, this study set out to examine the relationship between job crafting and autism & ADHD. The main goal was to investigate the effectiveness of a job crafting intervention amongst an autistic & sample for addressing workplace well-being (i.e. anxiety, work engagement, and exhaustion), camouflaging behaviour and perceived stigma. The impetus and hypothesised effectiveness were based on theoretical and empirical grounds gathered from autism, ADHD and job crafting literature. Despite insufficient evidence for a large part of the hypotheses, this study has shown the effectiveness of a job crafting self-training intervention in improving socialisation efforts in the form of expansion-oriented relational crafting and maintaining seeking resources behaviour. Additionally, participants one week after the intervention reported lower levels of exhaustion and perceived stigma.

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A Appendix A

A.1 General demographic Questionnaire

Table 21: General demographic Questionnaire

Question	**Answer**
What is your gender?	☐ Man ☐ Woman ☐ Non-binary or other ☐ I don't want to disclose this information
What is your age group?	☐ 18-24 years old ☐ 25-34 years old ☐ 35-44 years old ☐ 45-54 years old ☐ 55+ years old
Are you diagnosed with autism, ADHD, or both?	☐ Autism ☐ ADHD ☐ Both
Highest achieved education?	☐ High school ☐ MBO ☐ HBO ☐ WO/university (Bachelor) ☐ WO/university (Master)
Weekly contractual employment hours?	☐ 16-32uur ☐ 32-36uur ☐ 36-40uur
What is your email? (So we can send you the self-training if you get seeded into the intervention group)	

A.2 The general level of Seeking Resources Scale

The following scale developed by Petrou et al. (2012) will be used to measure the general job crafting behaviour of participants in the last three months using a scale that ranges from 1 = never to 5 = often (Petrou et al., 2012; $\alpha = 0.70$).

1. I ask others for feedback on my job performance

2. I ask colleagues for advice
3. I ask my supervisor for advice
4. I try to learn new things at work
5. I contacted other people from work (e.g., colleagues, supervisors) to get the necessary information for completing my tasks
6. When I have difficulties or problems at my work, I discuss them with people from my work environment

A.3 Optimising Demands Scale

The following five-item scale was developed by Demerouti & Peeters (2018). The scale utilises a five-point scale that ranges from 1 (never) to 5 (always).

1. I simplify work processes or procedures to make my job easier.
2. I come up with solutions to accomplish my work in an easier way.
3. I improve work processes or procedures to make my job easier.
4. I look for ways to do my work more efficiently.
5. I change work processes or procedures which delay my work.

A.4 Relational Job Crafting scale

The following scale was developed and validated amongst a neurotypical sample by Rofcanin et al. (2019). The scale utilises a five-point Likert scale where 1 = never and 5 = always. The scale was slightly adapted for the pre-measure as we want to measure the relational job crafting behaviours over the past few weeks to start with instead of only the past week. Therefore, instead of "Considering the last week..." (Rofcanin et al., 2019, p.886), 'Considering the past few weeks ...' will be used. The following is directly quoted from Rofcanin et al. (2019) page 886.

Expansion-oriented relational job crafting Considering the last week, please state the extent to which you agree with the below:

1. Last week, at my workplace:
   (a) I expanded my relational network to effectively achieve my work goals.
   (b) I increased the amount of communication I have with co-workers to get my job done effectively.
   (c) I increased my opportunities to meet new co-workers to work effectively.
   (d) I increased the extent to which I deal with other people, including co-workers and clients.

Contraction-oriented relational job crafting Considering the last week, please state the extent to which you agree with the below:

2. Last week, at my workplace:
   (a) I limited my relational network to effectively achieve my work goals.
   (b) I limited the amount of communication I have with co-workers to get my job done effectively.
   (c) I limited my opportunities to meet new co-workers to work effectively.
   (d) I limited the extent to which I deal with other people, including co-workers and clients.

A.5 Minimising Demands Scale

The following four-item scale was developed by Petrou et al. (2012). The scale utilises a five-point scale that ranges from 1 (never) to 5 (always).

1. I try to ensure that my work is emotionally less intense.
2. I make sure that my work is mentally less intense.
3. I try to ensure that my work is physically less intense.
4. I try to simplify the complexity of my tasks at work.

A.6 The General Camouflaging Autistic Traits Questionnaire (CAT-Q)

The following scale was developed and validated by Hull et al. (2019) to measure camouflaging behaviour amongst an autistic sample. The CAT-Q consists of 25 individual statements that utilises a 7-point Likert scale to measure ones answer from 'Strongly disagree' to 'Strongly Agree'.

The 25 statements relate to 3 subcategories of camouflaging: (1) Compensation (CS), (2) Masking (MS), and (3) Assimilation (AS). However, to reduce participant strain only categories 2 and 3 will be used.

For each respective subcategory, a score will be calculated. The total score is the sum of all subcategory scores.

1. I monitor my body language or facial expressions so that I appear relaxed. (MS)
2. I rarely feel the need to put on an act in order to get through a social situation. (AS)
3. I adjust my body language or facial expressions so that I appear interested by the person I am interacting with. (MS)
4. In social situations, I feel like I'm 'performing' rather than being myself. (AS)
5. I always think about the impression I make on other people. (MS)
6. I need the support of other people in order to socialise. (AS)

7. I don't feel the need to make eye contact with other people if I don't want to. (MS)
8. I have to force myself to interact with people when I am in social situations. (AS)
9. I monitor my body language or facial expressions so that I appear interested by the person I am interacting with. (MS)
10. When in social situations, I try to find ways to avoid interacting with others. (AS)
11. I am always aware of the impression I make on other people. (MS)
12. I feel free to be myself when I am with other people. (AS)
13. I adjust my body language or facial expressions so that I appear relaxed. (MS)
14. When talking to other people, I feel like the conversation flows naturally. (AS)
15. In social interactions, I do not pay attention to what my face or body are doing. (MS)
16. In social situations, I feel like I am pretending to be 'normal'. (AS)

CAT-Q total score
Reverse the scores of the answers for statements 3, 12, 19, 22, and 24, like so:
Original scoring: a=1, b=2, c=3, d=4, e=5, f=6, g=7
Reverse scoring: a=7, b=6, c=5, d=4, e=3, f=2, g=1
Then, add up all answers for statements 1–16.

Masking score
Add up all answers for statements 2, 6, 9, 12, 15, 18, 21, and 24. Use the reversed scoring for statements 12 and 24.

Assimilation score
Add up all answers for statements 3, 7, 10, 13, 16, 19, 22, and 25. Use the reversed scoring for statements 3, 19, and 22.

A.7 The perceived group inclusion scale

The following scale is the by Doyle et al. (2022) adapted Perceived Group Inclusion Scale (PGIS) originally developed by Jansen et al. (2014). The response type ranges from 1 to 5 in terms of agreement where 1 is 'strongly agree' and 5 is 'strongly disagree'. It is comprised of four subscales: 1–4: group membership subscale (Belonging); 5–8 group affection subscale (Belonging); 9–12 room for authenticity subscale (authenticity); 13–16 value in authenticity subscale (authenticity).
This group/company...

1. gives me the feeling that I belong
2. gives me the feeling that I am part of this group
3. gives me the feeling that I fit in

4. treats me as an insider
5. allows me to be authentic (i.e., without the need to for autistic masking)
6. allows me to be who I am (i.e., safe space to stim, with support and acknowledgement for shut down/meltdown)
7. allows me to express my authentic self
8. allows me to present myself the way I am
9. encourages me to be authentic
10. encourages me to be who I am
11. encourages me to express my authentic self
12. encourages me to present myself the way I am

"The composite scale scores for the higher-order components of belonging (i.e. inclusion) and authenticity are computed by averaging the mean scores of the corresponding subscales. That is, belonging is computed by averaging the score mean score of the group membership subscale and the mean score of the group affection subscale. Authenticity is computed by averaging the mean score of the room for authenticity subscale and the mean score of the value in authenticity subscale."(Jansen et al., 2014, p. 385).

A.8 The subjective occupational success scale

The scale was developed and validated by Grebner et al. (2010) amongst a neurotypical sample. The response type is ranges from 1 to 7 where 1 = never and 7 = all the time.

Instruction: "The following items apply to your recent experiences at work"

1. I completed my tasks
2. I achieved good results
3. I attained goals/I made reasonable goal progress

A.9 General Utrecht work engagement scale

The following Utrecht work engagement scale (UWES) is in Dutch and was developed and validated by W. Schaufeli & Bakker (2004) amongst a neurotypical sample.

The instruction goes as follows: De volgende uitspraken hebben betrekking op hoe u uw werk beleeft en hoe u zich daarbij voelt. Wilt u aangeven hoe vaak iedere uitspraak op u van toepassing is door steeds het best passende cijfer (van 0 t/m 6) in te vullen? (0 = Nooit, 1 = Een paar keer per jaar of minder, 2 = Eens per maand of minder, 3 = Een paar keer per maand, 4 = Eens per week, 5 = Een paar keer per week, 6 = dagelijks)

1. Op mijn werk bruis ik van energie. (VI01)*

2. Ik vind het werk dat ik doe nuttig en zinvol. (DE01)
3. Als ik aan het werk ben, dan vliegt de tijd voorbij. (AB01)
4. Als ik werk voel ik me fit en sterk. (VI02)*
5. Ik ben enthousiast over mijn baan. (DE02)*
6. Als ik werk vergeet ik alle andere dingen om me heen. (AB02)
7. Mijn werk inspireert mij. (DE03)*
8. Als ik 's morgens opsta heb ik zin om aan het werk te gaan (VI03)*
9. Wanneer ik heel intensief aan het werk ben, voel ik mij gelukkig. (AB03)*
10. Ik ben trots op het werk dat ik doe. (DE04)*
11. Ik ga helemaal op in mijn werk. (AB04)*
12. Als ik aan het werk ben, dan kan ik heel lang doorgaan. (VI04)
13. Mijn werk is voor mij een uitdaging. (DE05)
14. Mijn werk brengt mij in vervoering. (AB05)*
15. Op mijn werk beschik ik over een grote mentale (geestelijke) veerkracht. (VI05)
16. Ik kan me moeilijk van mijn werk losmaken. (AB06)
17. Op mijn werk zet ik altijd door, ook als het tegenzit. (VI06)

* shortened version (UWES-9); VI = vitaliteit; DE = toewijding; AB = absorptie.

The ultra-short UWES-3 takes one item per subcategory and was validated against the shortened UWES-9 (W. B. Schaufeli et al., 2019). It goes as follows:

1. At my work, I feel bursting with energy. (VI01)
2. I am enthusiastic about my job (DE01)
3. I am immersed in my work (AB01)

A.10 HADS-A scale for measuring anxiety

The following scale was developed by and validated for use amongst an autistic sample by Uljarević et al. (2018).

Table 22: HADS-A Scale

	I feel tense or 'wound up':
3	Most of the time
2	A lot of the time
1	From time to time, occasionally
0	Not at all
	I get a sort of frightened feeling like 'butterflies' in the stomach:
0	Not at all
1	Occasionally
2	Quite often
3	Very often
	I get a sort of frightened feeling as if something awful is about to happen:
3	Very definitely and quite badly
2	Yes, but not too badly
1	A little, but it doesn't worry me
0	Not at all
	I feel restless as I have to be on the move:
3	Very much indeed
2	Quite a lot
1	Not very much
0	Not at all
	Worrying thoughts go through my mind:
3	A great deal of the time
2	A lot of the time
1	From time to time, but not too often
0	Only occasionally
	I get sudden feelings of panic:
3	Very often indeed
2	Quite often
1	Not very often
0	Not at all
	I can sit at ease and feel relaxed:
0	Definitely

1	Usually
2	Not often
3	Not at all

A.11 OldenBurg burnout inventory

Burnout will be measured using a shortened version of the Oldenburg Burnout Inventory (OLBI) developed by Demerouti & Bakker (2007). The shortened version will be three items long and uses a 5-point Likert scale ranging from (1) 'Strongly agree' to (5)'strongly disagree'.

1. After work, I tend to need more time than in the past in order to relax and feel better
2. During my work, I often feel emotionally drained
3. After working, I have enough energy for my leisure activities

A.12 Emotional Intelligence

Emotional intelligence will be measured using a shortened version of the Emotional Intelligence Scale developed by Pekaar et al. (2018). The shortened scale will consist of four items and uses a 5-point scale that ranges from (1) 'totally disagree' to (5)'totally agree'.

1. I am aware of my own emotions.
2. I understand why I feel the way I feel.
3. Mostly, I am able to explain exactly how I feel.
4. I can judge well if events touch me emotionally.

B Self-Training Intervention Modules

B.1 Module one: Reducing Stress Demands

Introduction

Introduction

Hello dear participant and welcome to the autism and ADHD job crafting intervention study. In this 4-day program, we will go over the basics of job crafting and Job-Demands resource theory, the different types of job crafting, and, most importantly, how to take this knowledge and apply it to your current working conditions.

Why are we doing this? For the past 4-5 years, autism and ADHD awareness has increased in the public eye. People now tend to be more open about their diagnosis and how it affects them to their family, friends and even coworkers. Despite the increased awareness, research on how autism and ADHD is present in the workplace remains limited. Consequently, people with autism or ADHD are often put into stereotyped boxes and generalised accommodations are created, thinking it will benefit everyone equally. This ignores the fact that how autism or ADHD expresses itself differs from person to person.

For example, one person with ADHD might thrive working side-by-side with a co-worker, whilst the other might find it distracting and thus wishes to work alone. Unfortunately, the result is that not a lot of tangible steps have been taken to look into how to address people's individual set of skills and problems. With job crafting we aim to close that gap by helping you examine your job tasks, responsibilities and relationships in the workplace. Through this process we will help you reshape these aspects to your needs and strengths, fostering a more personal and fulfilling work experience.

How will we do this? Everyday for 4 days we will discuss a new job crafting strategy to apply to your work. Following this, we will present you with a short but practical assignment where you will learn to reflect on a specific aspect of your work and think of a way to alter it using the previously learned strategy. You will be asked to apply this small change to your work the next workday. On the next day, we will ask you to briefly reflect on how this went before continuing the program as usual (a job crafting strategy + practical assignment). In total, this process will last 4 days.

Day1 - Stress / reducing demands

Stress Management

Welcome to day 1, the first day of the intervention study! On this day we will learn about stress, how to identify it in yourself and what you can do to solve it.

Stress (and anxiety) is a common problem among people with autism and ADHD. For some, a feeling of stress arises when the assignment or procedure is unclear. For others, stress arises when there is a mandatory group discussion while you would rather work on your normal daily tasks. Broadly speaking, stress stems from ambiguity and then uncertainty about how to act. But can also be aggravated by time constraints.

Stress can have **a negative effect** on your work in various ways. Stress can lead to a **lack of concentration**, the presence of **headaches** or even **burnout**. In the case of autism, it can lead to **autistic meltdowns**, where you become completely overwhelmed by stressors and stimuli, causing you to become silent. It is therefore extremely important for yourself to **recognize the signals** so that you can act accordingly. But also **where they come from** so that you can prevent them in the future.

Stress tends to manifest itself in the following four categories: **(1) physical, (2) emotional, (3) cognitive, and (4) behavioural**. These four categories then interact with each other and occasionally tend to overlap. For example, feeling stressed can make you more sensitive to environmental stimulations which in turn influences how you behave.

When we think about how **stress manifests itself physically**, we have to think about the physical response to stress. This includes aspects such as an increased heart rate, headache, muscle pain due to muscle tension or back problems. But a loss of appetite, sleep problems or a lowered immune system are also examples of physical reactions to stress.

Stress also affects our **emotions.** For example, feelings of stress can be accompanied by feelings of anxiety or anger.

The increased state of alertness can also cause you to experience rapid mood swings. Of course, it does not mean that if you are angry or change quickly in your emotions you are experiencing stress, but it can indicate the presence of stress.

Then there are the **cognitive manifestations of stress**. For example, stress can hinder concentration, impair verbal expression, and cause us to lose sight of other daily tasks. Additionally, stress can also lead to a 'hostile' attitude, which can make collaboration with colleagues feel a lot more difficult.

Finally, there is the influence of stress on our **behaviour**. In stressful situations, people are in a state of higher alertness which can therefore also lead to hyperactivity and impulsivity. In the case of ADHD and autism, stress can to inaction as a result of being overwhelmed by tasks so that you can no longer see the forest for the trees. Sometimes it can also flow into the other direction where stress is needed to complete tasks. In times of stress, we also have a tendency to separate ourselves from our colleagues, friends and family.

In addition to **being aware of how stress affects you**, it is also important **to be able to recognize sources of stress**. Although stress is usually a coincidence of multiple stressors, it is valuable to recognize and act on potential stressors. For example, if you value structure and cannot handle unexpected change, impromptu meetings or calls can be a source of stress.

The trick, and thereby also the goal of this brief session, is **to be able to recognise when and in which situations stressors arise as early as possible so you can address them before the stress reaches a critical level**. Ideally, you are able to recognise the situations in advance and have a method to address the stressors ready for use.

Stress_Reflection

Reflection

Now that we have completed the literature side, we arrive at the **assignment & reflection section**. Try to engage with

and answer the questions/statements to the best of your ability. There are no wrong answers. You may use the text boxes below or a pen & paper to answer. If you use the text boxes, an email containing your answers will be sent to your emailaddress after completion.

1. Try thinking of a work situation or aspects of work that have stressed you out in the past. (These may also be situations where you became overstimulated or experienced an autistic melt-down)

Example: *I feel overstimulated when I am ignored or not heard by my colleagues during a group meeting. This makes me feel belittled and like I don't matter*

2. How did this stress manifest itself in the four categories: (1) physical, (2) emotional, (3) cognitive, and (4) behavioural? Try to write it down the best you can. If you find it difficult to categorise, word the answer in a way such that you can understand it.

Example: *(1): I get a Migraine (2): Anger (3): I have a short fuse and become very short-tempered (4): I can speak louder to force people to listen to me. At such a moment I may also want to separate from the group.*

Stress_Assignment(non-table format)

Assignment

In this section we will create a practical assignment for you to implement in your work environment. The goal is to create an action plan for you to apply during your next workday.
Just as in the previous section, try to engage with and answer

the questions/statements to the best of your ability. There are no wrong answers. You may use the text boxes below or a pen & paper to answer. If you use the text boxes, an email containing your answers will be sent to your email address after completion.

1. Think about your next working day. Is there a situation where you might become stressed or overstimulated? Can you identify an aspect that causes the stress?

Example: *Tomorrow I have a regular team meeting with my colleagues. I get stressed when I feel like the meeting is being used to discuss personal quarrels rather than topics that affect the entire team.*

2. What could you change to make that situation less stressful? How are you going to do that and what are some potential barriers you may encounter?

Example: *I could keep the agenda handy during the meeting and remind the team when they are going off-topic. A possible barrier is that someone else directs the meeting. In that case, I ask that person to pay attention and adhere to the meeting structure before the meeting starts.*

3. What are the possible obstacles that could prevent you from making this change and how do you deal with them?

Example: *A possible barrier is that someone else directs the meeting. In that case, I talk to the person before the meeting and explain my preference for a more structured meeting. I ask if they can pay extra attention and adhere to the meeting structure.*

4. If the situation does become too stressful or overstimulating, what can you do in the moment to reduce the demands and de-stress?

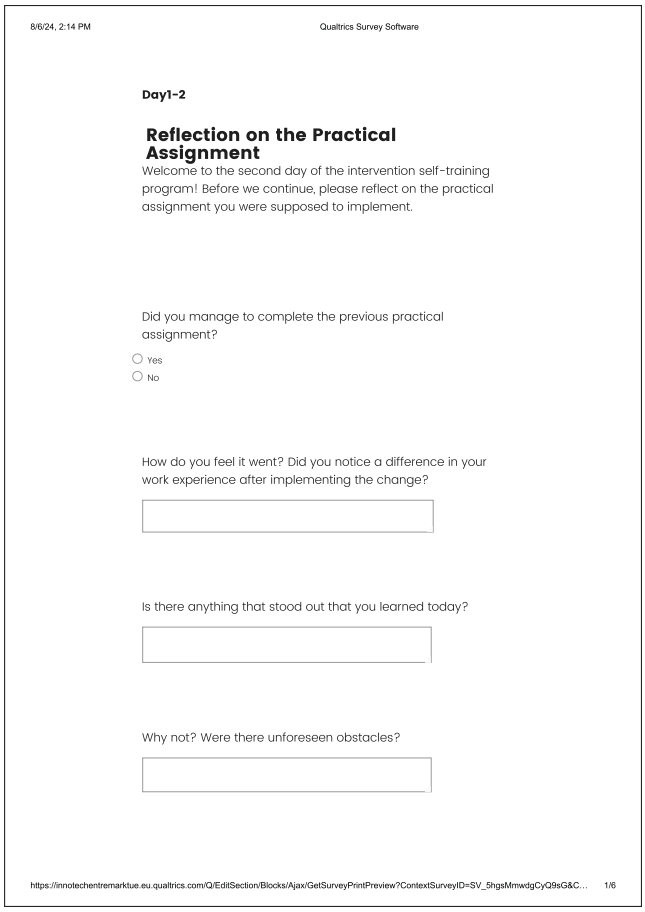
Example: *If it becomes too stressful in the moment, I indicate that I want to go for a quick walk to clear my head. I can also ask whether any further team points will be discussed, if not, I kindly request that I return to working on my daily tasks. I know I have difficulty speaking in these situations, so I will write a short message before the meeting that I can send in the group chat or read when I want to exit the meeting.*

Email copy_check

Do you wish to receive a copy of your answers via email?

- ○ Yes
- ○ No

B.2 Module two: Seeking Resources



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Day1-2

Reflection on the Practical Assignment

Welcome to the second day of the intervention self-training program! Before we continue, please reflect on the practical assignment you were supposed to implement.

Did you manage to complete the previous practical assignment?

- ○ Yes
- ○ No

How do you feel it went? Did you notice a difference in your work experience after implementing the change?

Is there anything that stood out that you learned today?

Why not? Were there unforeseen obstacles?

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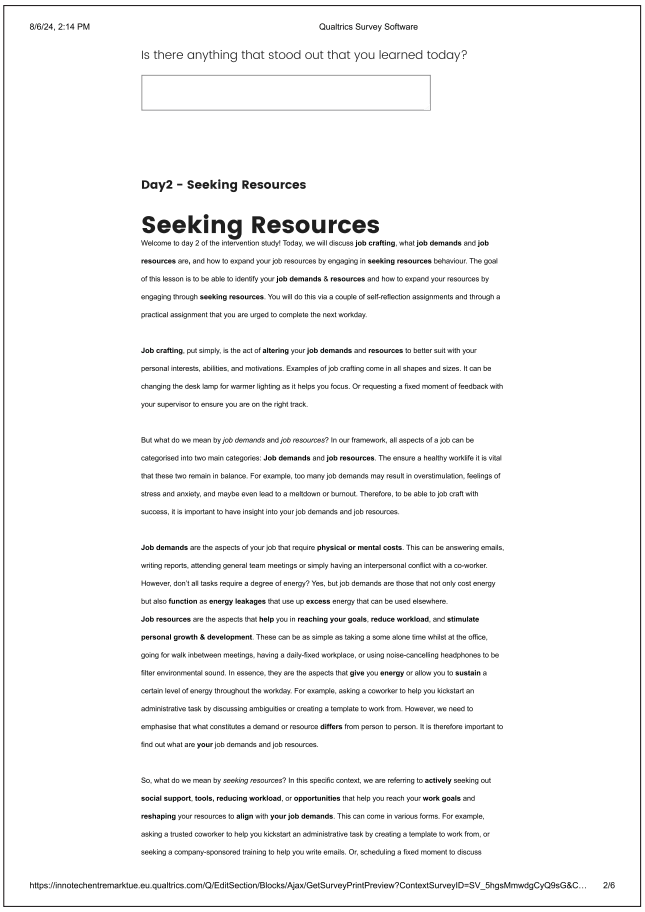

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Is there anything that stood out that you learned today?

Day2 - Seeking Resources

Seeking Resources

Welcome to day 2 of the intervention study! Today, we will discuss **job crafting**, what **job demands** and **job resources** are, and how to expand your job resources by engaging in **seeking resources** behaviour. The goal of this lesson is to be able to identify your **job demands & resources** and how to expand your resources by engaging through **seeking resources**. You will do this via a couple of self-reflection assignments and through a practical assignment that you are urged to complete the next workday.

Job crafting, put simply, is the act of **altering** your **job demands** and **resources** to better suit with your personal interests, abilities, and motivations. Examples of job crafting come in all shapes and sizes. It can be changing the desk lamp for warmer lighting as it helps you focus. Or requesting a fixed moment of feedback with your supervisor to ensure you are on the right track.

But what do we mean by *job demands* and *job resources*? In our framework, all aspects of a job can be categorised into two main categories: **Job demands** and **job resources**. The ensure a healthy worklife it is vital that these two remain in balance. For example, too many job demands may result in overstimulation, feelings of stress and anxiety, and maybe even lead to a meltdown or burnout. Therefore, to be able to job craft with success, it is important to have insight into your job demands and job resources.

Job demands are the aspects of your job that require **physical or mental costs**. This can be answering emails, writing reports, attending general team meetings or simply having an interpersonal conflict with a co-worker. However, don't all tasks require a degree of energy? Yes, but job demands are those that not only cost energy but also **function** as **energy leakages** that use up **excess** energy that can be used elsewhere.
Job resources are the aspects that **help** you in **reaching your goals**, **reduce workload**, and **stimulate personal growth & development**. These can be as simple as taking a some alone time whilst at the office, going for walk inbetween meetings, having a daily-fixed workplace, or using noise-cancelling headphones to be filter environmental sound. In essence, they are the aspects that **give** you **energy** or allow you to **sustain** a certain level of energy throughout the workday. For example, asking a coworker to help you kickstart an administrative task by discussing ambiguities or creating a template to work from. However, we need to emphasise that what constitutes a demand or resource **differs** from person to person. It is therefore important to find out what are **your** job demands and job resources.

So, what do we mean by *seeking resources*? In this specific context, we are referring to **actively** seeking out **social support**, **tools**, **reducing workload**, or **opportunities** that help you reach your **work goals** and **reshaping** your resources to **align** with **your job demands**. This can come in various forms. For example, asking a trusted coworker to help you kickstart an administrative task by creating a template to work from, or seeking a company-sponsored training to help you write emails. Or, scheduling a fixed moment to discuss

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assignment ambiguities. It could even be attending a scheduled neurodiversity support group meeting.

SeekingResources_Assignment(Non-table form)

Assignment

Now that we have completed the literature side, we have arrived at the **assignment & reflection section**. Try to engage with and answer the questions/statements to the best of your ability. There are no wrong answers. You may use the text boxes below or a pen & paper to answer. If you use the text boxes, an email containing your answers will be sent to your email address after completion.

In this section, we will create a practical assignment for you to implement in your work environment. The goal is to create an action plan for you to apply during your next workday.
Just as in the previous section, try to engage with and answer the questions/statements to the best of your ability. There are no wrong answers. You may use the text boxes below or a pen & paper to answer. If you use the text boxes, an email containing your answers will be sent to your email address after completion.

1. Reflect and make note of which aspects of work **give you energy** or simply help you complete work tasks.

- To help you reflect, try thinking about social (e.g. group problem solving), personal (e.g. taking breaks) or even environmental (e.g. working at a specific desk) aspects of your job.

Example: *I really enjoy group-based problem-solving activities. Especially when they are technical. I also enjoy helping people with their work-related tasks. The social component gives me energy*

2. Make a note of which aspects of work do **not** give you energy at work and act more as an energy leakage (e.g. adhering to planning, small-talk with co-workers, unclear emails, or meetings that go over the designated time limit)

Example: *I have trouble adhering to deadlines and getting started on assignments. I know I have to do them, but I can't seem to find the motivation. Also, I get annoyed when I see that things are unclear to me.*

3. Thinking about these energy-giving aspects, **think about which one might also be used to help you** cope with your workload, achieve work-related goals or provide you with new work-related insight. If this is difficult or not possible, what could help you address the energy-draining aspects? Are there any services your company provides that might help you?

Example: *I seem to really enjoy the social aspects of work so I should try to implement that more in tasks as this helps me stay concentrated on the task when done correctly*

4. Thinking about these aspects, what you can do tomorrow to **implement one new resource**? What are some barriers you might encounter when trying to implement this? How will you deal with this?
Here are some resource examples to help you think:

- working with a coworker to complete administrative tasks
- Requesting a fixed moment of feedback with your supervisor to help with clarity
- Asking the floor manager for a fixed desk for the day
- Listening to music when doing administrative tasks
- Asking a team member to help you kickstart writing a report

Example: *Tomorrow, I will ask my work friend Sara if she can help me get started with my assignment. I will ask her when we meet at the shared group table if she can help me in the afternoon. An implementation obstacle could be that she is busy that day. I will ask if she is available another time this week whilst I continue working on other tasks I need to do.*

New Resource to implement:

How and When?

Possible obstacles?

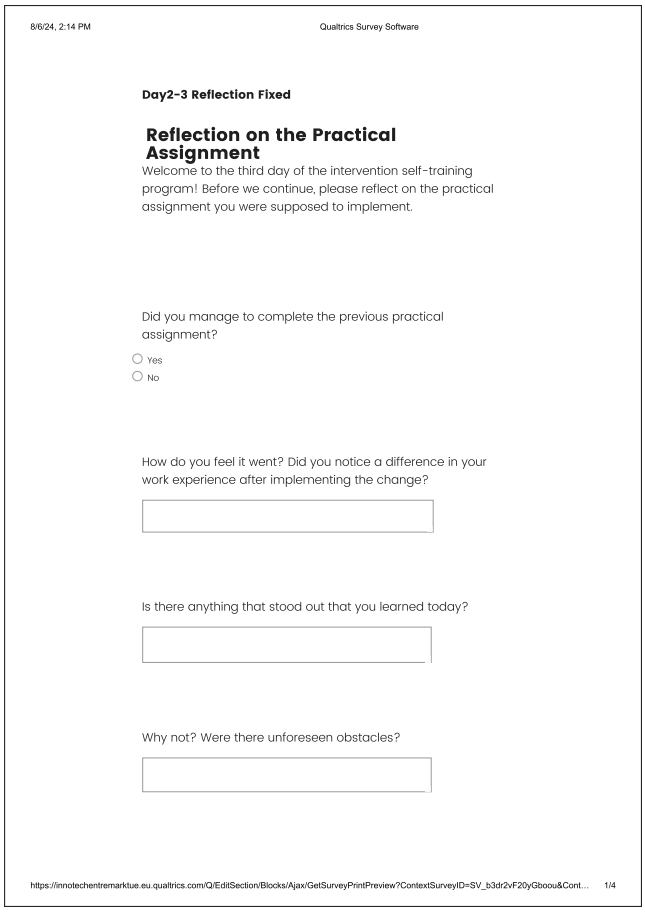
How to deal with Potential Obstacles?

Day2EmailCheck

Do you wish to receive a copy of your answers via email?

- ○ Yes
- ○ No

B.3 Module three: Optimising Demands



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Day2-3 Reflection Fixed

Reflection on the Practical Assignment

Welcome to the third day of the intervention self-training program! Before we continue, please reflect on the practical assignment you were supposed to implement.

Did you manage to complete the previous practical assignment?

- ○ Yes
- ○ No

How do you feel it went? Did you notice a difference in your work experience after implementing the change?

Is there anything that stood out that you learned today?

Why not? Were there unforeseen obstacles?

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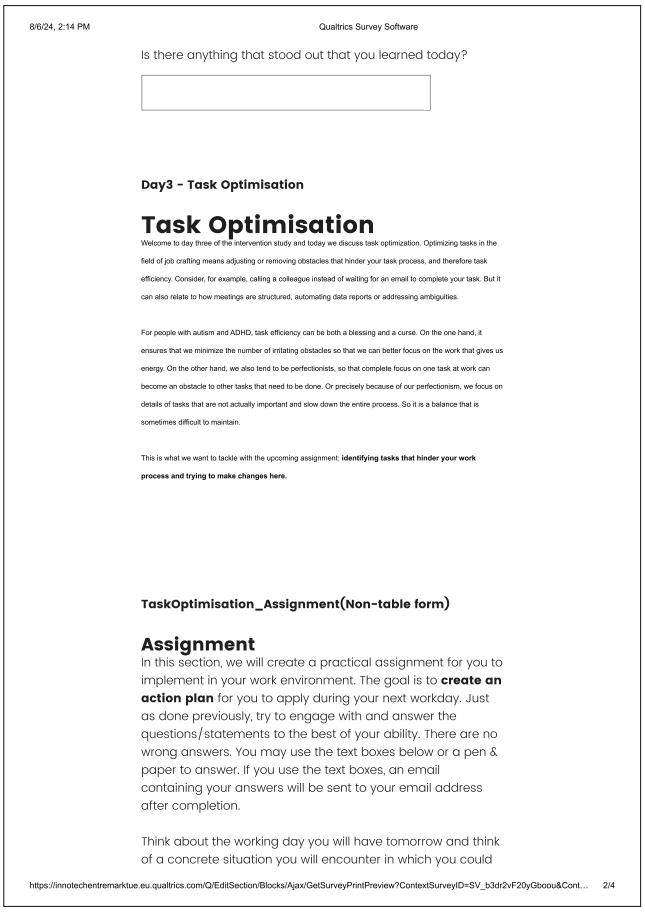

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Is there anything that stood out that you learned today?

Day3 - Task Optimisation

Task Optimisation

Welcome to day three of the intervention study and today we discuss task optimization. Optimizing tasks in the field of job crafting means adjusting or removing obstacles that hinder your task process, and therefore task efficiency. Consider, for example, calling a colleague instead of waiting for an email to complete your task. But it can also relate to how meetings are structured, automating data reports or addressing ambiguities.

For people with autism and ADHD, task efficiency can be both a blessing and a curse. On the one hand, it ensures that we minimize the number of irritating obstacles so that we can better focus on the work that gives us energy. On the other hand, we also tend to be perfectionists, so that complete focus on one task at work can become an obstacle to other tasks that need to be done. Or precisely because of our perfectionism, we focus on details of tasks that are not actually important and slow down the entire process. So it is a balance that is sometimes difficult to maintain.

This is what we want to tackle with the upcoming assignment: **identifying tasks that hinder your work process and trying to make changes here.**

TaskOptimisation_Assignment(Non-table form)

Assignment

In this section, we will create a practical assignment for you to implement in your work environment. The goal is to **create an action plan** for you to apply during your next workday. Just as done previously, try to engage with and answer the questions/statements to the best of your ability. There are no wrong answers. You may use the text boxes below or a pen & paper to answer. If you use the text boxes, an email containing your answers will be sent to your email address after completion.

Think about the working day you will have tomorrow and think of a concrete situation you will encounter in which you could

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make a (small) change to make your work more efficient. This could, for example, be a task or ritual that runs smoothly or that simply irritates you because it takes away your concentration, such as the type of light from a lamp or having to create data reports manually whilst it can be automated. It may also be something that is already going very well, but which could still be improved. For example, you may be very good at writing reports, but sometimes get hyperfocused on details which keeps you from other work or even leisure time.

1. Thinking about your working day tomorrow, can you name **1 adaptable aspect** of your work that prevents you from working more efficiently?

Example: *I am very structured in the way I work. When I am working on a task by myself I get pulled out of my concentration and annoyed when I am disturbed because it makes me deviate from my planning. Also, I don't like it when I get approached when I don't ask for it myself. Sometimes people call or message me on Teams to have a meeting or try to talk to me when I'm sitting at my desk. This becomes difficult because I have trouble saying saying 'no' to my coworkers.*

2. **How** are you going to change this tomorrow and **when**?

Example: *I will put my phone in 'silent' mode and I will set my Teams status to 'busy' or 'do not disturb' to try and prevent the situation from occuring. I will also let my team know that I need this private time to complete my tasks and not get overstimulated. I will do this during my 'personal work time' which tomorrow is between 1500 and 1700.*

3. **What** are the possible **obstacles** that could prevent you from making this change and **how do you deal with them**?

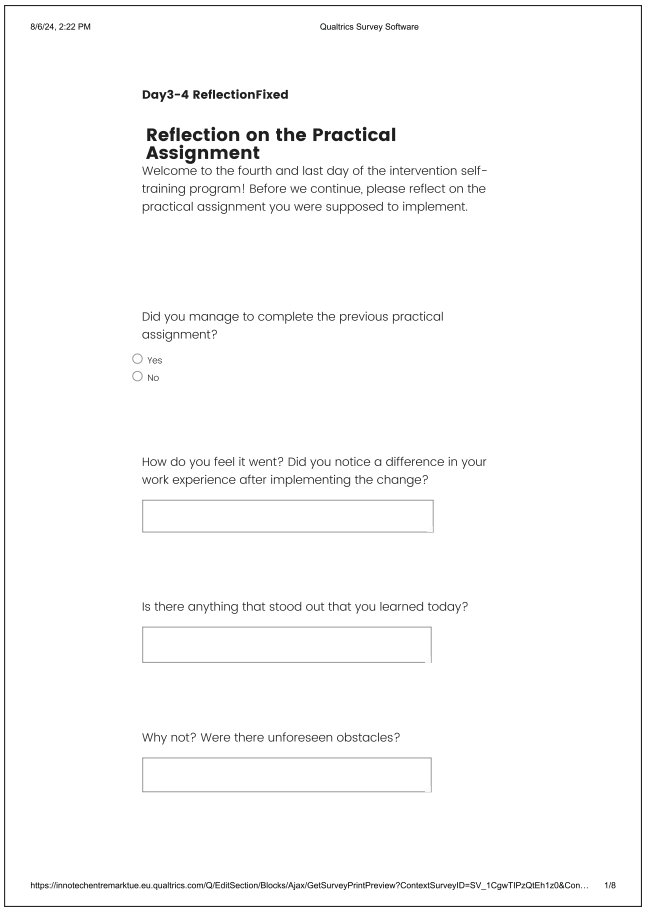
Example: *Colleagues present in my physical space may want to talk to me around that time. I will indicate in advance via a message or a post-it note that I kindly request not to be disturbed. Or I can try and find a focus/silent room for me to sit alone.*

Day3EmailCheck

Do you wish to receive a copy of your answers via email?

- ○ Yes
- ○ No

B.4 Module four: Network Crafting



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Day3-4 ReflectionFixed

Reflection on the Practical Assignment

Welcome to the fourth and last day of the intervention self-training program! Before we continue, please reflect on the practical assignment you were supposed to implement.

Did you manage to complete the previous practical assignment?

- ○ Yes
- ○ No

How do you feel it went? Did you notice a difference in your work experience after implementing the change?

Is there anything that stood out that you learned today?

Why not? Were there unforeseen obstacles?

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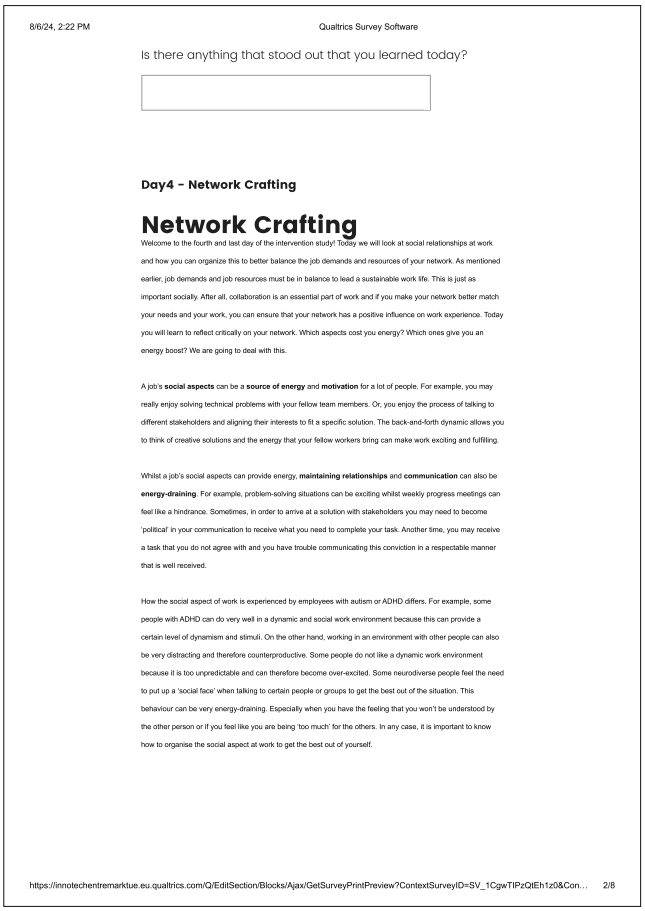

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Is there anything that stood out that you learned today?

Day4 - Network Crafting

Network Crafting

Welcome to the fourth and last day of the intervention study! Today we will look at social relationships at work and how you can organize this to better balance the job demands and resources of your network. As mentioned earlier, job demands and job resources must be in balance to lead a sustainable work life. This is just as important socially. After all, collaboration is an essential part of work and if you make your network better match your needs and your work, you can ensure that your network has a positive influence on work experience. Today you will learn to reflect critically on your network. Which aspects cost you energy? Which ones give you an energy boost? We are going to deal with this.

A job's **social aspects** can be a **source of energy** and **motivation** for a lot of people. For example, you may really enjoy solving technical problems with your fellow team members. Or, you enjoy the process of talking to different stakeholders and aligning their interests to fit a specific solution. The back-and-forth dynamic allows you to think of creative solutions and the energy that your fellow workers bring can make work exciting and fulfilling.

Whilst a job's social aspects can provide energy, **maintaining relationships** and **communication** can also be **energy-draining**. For example, problem-solving situations can be exciting whilst weekly progress meetings can feel like a hindrance. Sometimes, in order to arrive at a solution with stakeholders you may need to become 'political' in your communication to receive what you need to complete your task. Another time, you may receive a task that you do not agree with and you have trouble communicating this conviction in a respectable manner that is well received.

How the social aspect of work is experienced by employees with autism or ADHD differs. For example, some people with ADHD can do very well in a dynamic and social work environment because this can provide a certain level of dynamism and stimuli. On the other hand, working in an environment with other people can also be very distracting and therefore counterproductive. Some people do not like a dynamic work environment because it is too unpredictable and can therefore become over-excited. Some neurodiverse people feel the need to put up a 'social face' when talking to certain people or groups to get the best out of the situation. This behaviour can be very energy-draining. Especially when you have the feeling that you won't be understood by the other person or if you feel like you are being 'too much' for the others. In any case, it is important to know how to organise the social aspect at work to get the best out of yourself.

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NetworkCrafting_Assignment

Assignment

In this section, we will look at social relationships at work and how you can organize this to better balance the job demands and resources of your network. The goal is to **Network Matrix** and a **practical assignment** for you to apply during your next workday. Just as done previously, try to engage with and answer the questions/statements to the best of your ability. There are no wrong answers. You may use the text boxes below or a pen & paper to answer. If you use the text boxes, an email containing your answers will be sent to your email address after completion.

To be able to start thinking about addressing your social network, it is important that we first reflect and create a short overview of who you are working with. Use the following table to help you through the exercises. You can draw a table like this on a sheet of paper. Make sure to remove [Taskx] and [Person x] as you will need room to write down names and tasknames.

Task\Person	Person 1	Person 2	Person 3	...	...
Task1					
Task2					
Task3					
Task4					
...					

1. How would you categorise your most important job tasks? To make it easier for yourself, try thinking of your typical workweek. What types of tasks are you doing? **Create a list of the most important types of tasks you typically have to do** and **write them in the matrix**. Try not to be too

specific, but write in more general terms that cluster the smaller tasks. For example, instead of writing '*creating excel sheets to extrapolate data*' write '*Generate reports*'.
Some examples, of my tasks are:
a. Conducting product tests
b. Generating technical reports
c. Managing customer-side stakeholders
d. Writing research proposals
e. Maintaining team relationships

example:

Task\Person	X	X	X	X	X
Conducting product testing					
Generating technical reports					
Managing customer-side stakeholders					
Writing research proposals					
Maintaining team relationships					

2. Now, **create a list of people with whom you interact with the most / are important when conducting these tasks and write them in the matrix**. If you feel uncomfortable using real names, you can also use pseudonyms. For example, the following people are important / I interact with the most are
a. Jan b. Sara c. Justina d. Peter e. Koen

example:

Task\Person	Jan	Sara	Justina	Peter	Koen
Conducting product testing					
Generating technical reports					
Managing customer-side stakeholders					
Writing research proposals					
Maintaining team relationships					

3. Lets evaluate per person how they contribute to your task. For every task, **check which person contributes positively to the completion of that task and note it in the matrix**. For example, Jan provides me with useful feedback on my research proposals. Or, Sara and Koen have a positive influence on maintaining the meeting structure.

example:

Task\Person	Jan	Sara	Justina	Peter	Koen
Conducting product testing	✓		✓		
Generating technical reports			✓	✓	
Managing customer-side stakeholders		✓	✓		✓
Writing research proposals	✓			✓	✓
Maintaining team relationships		✓			✓

4. Now, let's evaluate per task which people **ask a lot of you**. This can be for a multitude of reasons. They may be difficult to communicate with, are highly critical of your work without being constructive, or are difficult to work with in general. This is purely how you experience working with that person. Please note, it is possible for a person to be highly useful for the completion of certain tasks whilst draining you of energy.

example:

Task\Person	Jan	Sara	Justina	Peter	Koen
Conducting product testing	✓ X		✓		X
Generating technical reports			✓X	✓	
Managing customer-side stakeholders		✓X	✓	X	✓
Writing research proposals	✓			✓X	✓X
Maintaining team relationships	X	✓			✓X

What do you see? Are you noticing a pattern? Is there a specific task that tends to invite more problems? Are some co-workers more burdensome than others? The tasks where

you notice a lack of helpful contribution or tasks which cost you a lot of energy depending on the people you are working with are areas that can be tinkered with. Maybe it would be useful to focus more on collaboration with a certain person or try to involve other co-workers in certain tasks. Try to keep this in mind when heading into the final section.

NetworkCrafting_Assignment2

Now onto the assignment section. For the following questions, make use of the network matrix that you just crafted as this will serve as a visual aid. Your matrix should look a little something like this:

Task\Person	Jan	Sara	Justina	Peter	Koen
Conducting product testing	✓ X		✓		X
Generating technical reports			✓X	✓	
Managing customer-side stakeholders		✓X	✓	X	✓
Writing research proposals	✓			✓X	✓X
Maintaining team relationships	X	✓			✓X

1. Considering the tasks you have to do the next workday, **pick a task that you feel unsatisfied with** in terms of received support or where you feel like you need additional support and **write down one person that you feel may help** you with that.
Is there someone from your existing list of people who can help you with that task? Maybe that person is already contributing, but you would like for them to help you in a different way that asks less of you. Is there another person that is not on the list that can help you? Write that person down.

Unsatisfied Task & Person:

2. **Make a plan to reach out to this person and ask if they can help you with your task**. How are you going to reach out? When are you going to reach out? Are there any obstacles that you might come across?

For example:

Person and Task	How and when?	Possible obstacles?	How to deal with potential obstacles?
Justina to help me with product testing	I will send her an email in the morning saying I need her help in setting up and determining the parameters.	Koen might not like involving Justina more in the process	I will tell Koen that I feel like Justina really adds to the team and we should incorporate her more

How and When?

Possible obstacles?

How to deal with Potential Obstacles?

Day4EmailCheck

Do you wish to receive a copy of your answers via email?

- ○ Yes
- ○ No

C Appendix Tables

C.1 Spearman's Rank Correlation full table

Figure 4: Spearman's Rank Correlation (one-tailed) on study variables at t0

Dimension		Seeking Resources	Optimising Demands	Reducing Demands	Relational Expansion	Relational Contraction	Work Engagement	Anxiety	CAT-q	Camouflaging Assimulation	Camouflaging Masking	Stigma Belonging	Stigma Authenticity	Goal Attainment	Exhaustion	Emotional Intelligence
Seeking Resources	r_s	1,000	,347**	0,157	,289*	-,224*	,219*	0,097	-0,091	-,255*	0,167	-0,046	-0,068	0,048	0,122	0,069
	p		0,003	0,115	0,013	0,043	0,046	0,230	0,249	0,027	0,105	0,364	0,303	0,359	0,246	0,349
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Optimising demands	r_s	,347**	1,000	,516**	,277*	-0,101	,271*	0,122	-0,095	-0,081	-0,073	0,008	-0,074	,274*	0,005	0,229
	p	0,003		0,000	0,016	0,222	0,018	0,177	0,240	0,272	0,292	0,475	0,287	0,017	0,488	0,096
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Reducing Demands	r_s	0,157	,516**	1,000	0,131	,237*	0,082	0,137	-0,068	0,003	-0,017	0,156	0,076	,326**	0,158	0,189
	p	0,115	0,000		0,160	0,034	0,267	0,149	0,306	0,491	0,448	0,117	0,282	0,005	0,185	0,142
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Relational Expansion	r_s	,289*	,277*	0,131	1,000	-,542**	0,129	0,132	-0,050	-,299*	,281*	-0,158	-,240*	-0,060	-0,172	0,225
	p	0,013	0,016	0,160		0,000	0,163	0,157	0,356	0,011	0,016	0,114	0,032	0,324	0,166	0,100
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Relational Contraction	r_s	-,224*	-0,101	,237*	-,542**	1,000	-0,171	-0,175	-0,010	0,179	-0,156	,241*	0,195	-0,009	0,228	-0,270
	p	0,043	0,222	0,034	0,000		0,096	0,091	0,471	0,090	0,121	0,032	0,067	0,473	0,098	0,061
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Work Engagement	r_s	,219*	,271*	0,082	0,129	-0,171	1,000	-0,150	-0,133	-0,139	-0,109	-0,197	-0,163	0,190	-,307*	0,090
	p	0,046	0,018	0,267	0,163	0,096		0,126	0,160	0,148	0,207	0,065	0,106	0,073	0,038	0,305
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Anxiety	r_s	0,097	0,122	0,137	0,132	-0,175	-0,150	1,000	,482**	,400**	,393**	,316**	,341**	-0,185	,318*	-0,136
	p	0,230	0,177	0,149	0,157	0,091	0,126		0,000	0,001	0,001	0,007	0,004	0,079	0,033	0,221
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Camouflaging	r_s	-0,035	-0,092	-0,041	-0,110	0,068	-0,110	,480**	1,000	,831**	,779**	,408**	,514**	0,044	,290*	-0,006
	p	0,395	0,243	0,378	0,200	0,303	0,202	0,000		0,000	0,000	0,001	0,000	0,370	0,048	0,486
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Camouflaging Assimulation	r_s	-0,187	-0,078	0,025	-,339**	,244*	-0,117	,405**	,831**	1,000	,344**	,387**	,570**	0,066	,385*	-0,089
	p	0,077	0,277	0,424	0,004	0,030	0,187	0,001	0,000		0,004	0,001	0,000	0,309	0,012	0,308
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Camouflaging Masking	r_s	0,200	-0,073	0,000	0,198	-0,075	-0,088	,398**	,779**	,344**	1,000	,294*	,294*	0,002	0,142	0,210
	p	0,063	0,291	0,499	0,064	0,284	0,252	0,001	0,000	0,004		0,011	0,011	0,493	0,211	0,116
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Stigma Belonging	r_s	-0,046	0,008	0,156	-0,158	,241*	-0,197	,316**	,421**	,399**	,299*	1,000	,675**	0,097	,540**	-0,016
	p	0,364	0,475	0,117	0,114	0,032	0,065	0,007	0,000	0,001	0,011		0,000	0,231	0,000	0,465
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Stigma Authenticity	r_s	-0,068	-0,074	0,076	-,240*	0,195	-0,163	,341**	,490**	,555**	,251*	,675**	1,000	0,077	,480**	-0,033
	p	0,303	0,287	0,282	0,032	0,067	0,106	0,004	0,000	0,000	0,029	0,000		0,279	0,002	0,426
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Goal Attainment	r_s	0,048	,274*	,326**	-0,060	-0,009	0,190	-0,185	0,000	0,022	-0,035	0,097	0,077	1,000	0,046	,287*
	p	0,359	0,017	0,005	0,324	0,473	0,073	0,079	0,499	0,436	0,397	0,231	0,279		0,398	0,050
	N	60	60	60	60	60	60	60	58	58	58	60	60	60	34	34
Exhaustion	r_s	0,122	0,005	0,158	-0,172	0,228	-,307*	,318*	,368*	,470**	0,208	,540**	,480**	0,046	1,000	-0,046
	p	0,246	0,488	0,185	0,166	0,098	0,038	0,033	0,018	0,003	0,123	0,000	0,002	0,398		0,398
	N	34	34	34	34	34	34	34	33	33	33	34	34	34	34	34
Emotional Intelligence	r_s	0,069	0,229	0,189	0,225	-0,270	0,090	-0,136	-0,024	-0,110	0,200	-0,016	-0,033	,287*	-0,046	1,000
	p	0,349	0,096	0,142	0,100	0,061	0,305	0,221	0,446	0,271	0,132	0,465	0,426	0,050	0,398	
	N	34	34	34	34	34	34	34	33	33	33	34	34	34	34	34

**. Correlation is significant at the 0.01 level (1-tailed).

*. Correlation is significant at the 0.05 level (1-tailed).

Table 23: Shapiro-Wilk normality test using the completed data set

Dimension	Group	Statistic	df	Sig.
SC0.0: HADS-A_Comp	Control Group	0.934	15	0.312
	Intervention Group	0.968	14	0.847
SC1.0: CAT-q_Comp	Control Group	0.900	15	0.095
	Intervention Group	0.945	14	0.493
SR_comp.0	Control Group	0.940	15	0.377
	Intervention Group	0.945	14	0.486
OD_comp.0	Control Group	0.904	15	0.109
	Intervention Group	0.980	14	0.973
RD_comp.0	Control Group	0.964	15	0.765
	Intervention Group	0.953	14	0.612
RelExpanse_comp.0	Control Group	0.946	15	0.457
	Intervention Group	0.928	14	0.290
RelContract_comp.0	Control Group	0.947	15	0.475
	Intervention Group	0.923	14	0.239
UWES_comp.0	Control Group	0.942	15	0.413
	Intervention Group	0.908	14	0.149
PGISbel_comp.0	Control Group	0.934	15	0.311
	Intervention Group	0.893	14	0.091
PGISauth_comp.0	Control Group	0.939	15	0.367
	Intervention Group	0.930	14	0.304
GoalAttain_comp.0	Control Group	0.850	15	0.017
	Intervention Group	0.921	14	0.226
OB_comp.0	Control Group	0.904	8	0.315
	Intervention Group	0.717	10	0.250
EI_comp.0	Control Group	0.971	8	0.905
	Intervention Group	0.887	10	0.157
RD124_comp.0	Control Group	0.944	15	0.439
	Intervention Group	0.979	14	0.971
SC0.1: HADS-A_Comp	Control Group	0.874	15	0.038
	Intervention Group	0.926	14	0.265
SC1.1: CAT-q_Comp	Control Group	0.969	15	0.847
	Intervention Group	0.948	14	0.530
SR_comp.1	Control Group	0.928	15	0.255
	Intervention Group	0.939	14	0.411
OD_comp.1	Control Group	0.980	15	0.966
	Intervention Group	0.974	14	0.930
RD_comp.1	Control Group	0.935	15	0.321
	Intervention Group	0.926	14	0.270
RelExpanse_comp.1	Control Group	0.966	15	0.791
	Intervention Group	0.881	14	0.060
RelContract_comp.1	Control Group	0.933	15	0.303
	Intervention Group	0.954	14	0.619
UWES_comp.1	Control Group	0.913	15	0.148
	Intervention Group	0.883	14	0.065
PGISbel_comp.1	Control Group	0.945	15	0.445
	Intervention Group	0.915	14	0.188
PGISauth_comp.1	Control Group	0.970	15	0.860
	Intervention Group	0.896	14	0.097
GoalAttain_comp.1	Control Group	0.923	15	0.217
	Intervention Group	0.896	14	0.097
OB_comp.1	Control Group	0.950	15	0.525
	Intervention Group	0.907	14	0.142
EI_comp.1	Control Group	0.940	15	0.377
	Intervention Group	0.891	14	0.083
RD124_comp.1	Control Group	0.883	15	0.053
	Intervention Group	0.944	14	0.476