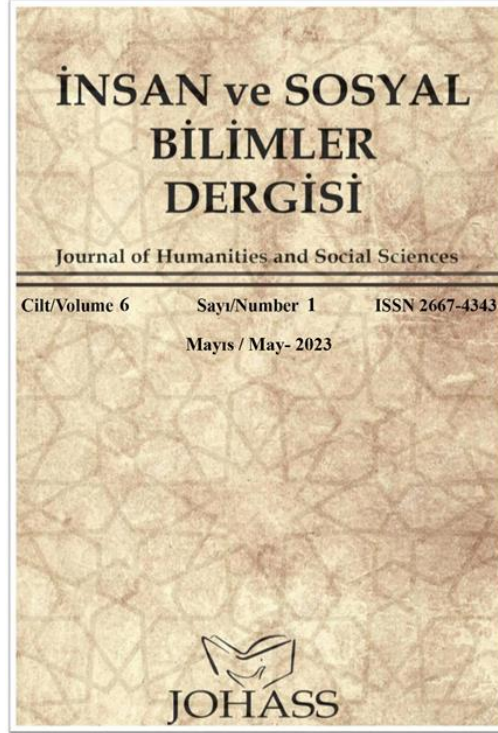


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**The Mediating Role of Job Crafting in The Effect of Self-Leadership on Employee Performance: The Case of Azerbaijan Banking Sector \***

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## **The Mediating Role of Job Crafting in The Effect of Self-Leadership on Employee Performance: The Case of Azerbaijan Banking Sector**

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### **Abstract**

The aim of this study is to focus on the effect of self-leadership behaviors on the employee performance of and the mediating role of job crafting in this effect. The scope of the research consists of 298 randomly selected employees working in banks operating in Azerbaijan. In the study, the 'Self-Leadership Scale', 'Employee Performance Scale' and 'Job Crafting Scale' developed by different researchers were used after obtaining certain permissions and re-validation and reliability analyzes were made. The research method was determined as qualitative and scanning design. Questionnaire method was used as data collection tool in the study. The data obtained were evaluated by making certain analyzes through the SPSS V28. As a result of the validity and reliability analysis of the scales used for self-leadership, employee performance and job crafting variables, it was calculated that the Cronbach Alpha coefficient of self-leadership was 0.787, the Cronbach Alpha coefficient of employee performance was 0.762, and job crafting was 0.704. According to the results obtained from the regression analysis, self-leadership has a positive and significant effect on employee performance and job crafting. In addition, it has been determined that job crafting has a positive and significant effect on employee performance. Finally, as a result of the multiple regression analysis, it was concluded that job crafting and its sub-dimension task crafting provided a full mediating, while cognitive and relational dimensions provided partial mediation in the effect of self-leadership on employee performance.

**Keywords:** Self-leadership, employee performance, job crafting, banking, Azerbaijan

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## **Introduction**

A key element in achieving the goal in accordance with the stated objective is the amount of communication between employees and leaders or managers. Reaching the desired outcome may be challenging due to both the employees' incapacity to articulate their recommendations and proposals regarding the existing situation and the leaders' failure to clearly explain their needs and aspirations. Employees' performance inside their business may suffer as a result of their incapacity to voice their thoughts, demands, and offers on the work. Numerous various strategies have been put forth in the field of organizational behavior to address the aforementioned issues. Some of these approaches are concepts developed by different researchers such as self-leadership as a leadership style, employee performance, and job crafting.

The purpose of this study is to investigate if job crafting, as suggested by social exchange theory, mediates the effect of self-leadership on employee performance through the Azerbaijani banking system.

It is true that the effect of self-leadership on performance has been studied in a limited number of research. For instance, Seomun (2005) found that self-leadership has a positive effect on individual performance, while Yu and Ko (2016) demonstrated that self-leadership is positively related to job performance. Both studies focused on job satisfaction as a mediator in the relationship between self-leadership and performance. The concept of job resourcefulness, which encompasses voluntary, conscious and deliberate change, is a relatively new variable in the literature. Zhang and Parker (2018) argue that job resourcefulness is a trait that may be particularly compatible with self-leadership. This is because self-leadership involves controlling one's behavior and being open to influence from leaders. Job resourcefulness, in turn, aims at self-targeting employees to achieve their goals individually. Although there are no studies that discuss self-leadership and job resourcefulness together, some research has been conducted on job resourcefulness and employee performance. For instance, Wingerden et al. (2017) found that task and cognitive resourcefulness are positively related to employee performance, while Karataş and Aktaş (2020) demonstrated that relational and cognitive resourcefulness are positively related to job performance.

Based on these findings, it is reasonable to argue that job resourcefulness may have a significant effect on the relationship between self-leadership and performance. The specific dimensions of job resourcefulness, such as task, relational, and cognitive resourcefulness, may play different roles in explaining individual and job performance. The main motivation of this research is to explore the potential effects of job resourcefulness on self-leadership and performance, which could contribute to the development of new theories and practical interventions in the field of management. Researches provide their scholarly contributions with uniqueness and value, according to Corley and Gioia (2011). The research is anticipated to produce a growing level original contribution to the theoretical backdrop. Additionally, it is hoped that the research will advance managers in the banking industry's practical understanding. Additionally, it will help the growth of Azerbaijani literature as a discipline of quantitative study.

## **1. Literature Review, Theoretical Background and Hypotheses**

### **1.1. Examined constructs: Self-Leadership, Job Crafting, Employee Performance**

Studies on leadership have typically focused on how the leader affects others in the literature. But being a leader is not just about people. Leadership also refers to a person's

capacity for self-management. As a result, it's critical for leaders to continually improve their own leadership (Kör, 2015).

According to Manz (1986), self-leadership describes a person's approach to activities that inspires him to achieve goals in accordance with personal or managerial standards, managing his conduct, and influencing others by using self-perception as leverage. Williams (1997) claims that self-leadership includes the concepts of self-management and self-regulation and is an endeavor to generate new human resources in comparison to others. Self-leaders, on the other hand, act in accordance with their own standards and go beyond these guidelines. Afterward, individuals might receive self-leadership training, during which they can discover methods for influencing themselves by utilizing aspects that boost their drive. To sum up, self-leadership may be described as the process of influencing oneself by giving the required self-direction and drive to accomplish the predetermined goals.

Self-leadership is a type of leadership that is seen as an alternative to more conventional management and leadership approaches that rely on hierarchical power inside the business. By giving workers more power and responsibility in groups, such an option reduces the employees' reliance on the boss (Pearce & Manz, 2005). According to the self-leadership theory, people and groups only conform to external standards and both govern and create these norms internally. In his investigations, he looked at self-leadership in both individuals and in groups.

The definition of the term "self-leadership" is "a process in which individuals and an organizational team motivate, direct, and most fundamentally influence themselves in order to achieve expected behavior and results." Self-leadership is based on self-control and self-management and is associated with theories like "self-impact." In their study, researchers have identified three self-leadership tactics. These techniques include behavior-oriented techniques, goal-setting, self-observation, self-rewarding, self-punishing, and establishing reminders for oneself (Arl, 2011). Natural Reward Strategies, intrinsic incentives, and Constructive Thinking Model Strategies (Carmeli et al., 2007): Visualizing successful performance, Self-talk, and Evaluating Beliefs. By dimensioning the aforementioned tactics, the idea of self-leadership was applied in this study. Job crafting was described as the physical and mental modifications and adjustments that people make when completing a task or job in the groundbreaking research of Wrzesniewski and Dutton (2001). They define job crafting as a notion that explains how employees accomplish their jobs and how their job identity and importance influence how, when, and why they do so (Wrzesniewski & Dutton, 2001). According to Berg et al. (2008), job crafting is the method through which employees put in extra time and is not a one event or action. The definition of job crafting and its contributing components were described by Bruning and Campion (2018) using two fundamental tenets: job crafting is accomplished with the manager's or coworkers' consent, and these consents do not need to be formal. This detail differs from the impressive behavior of employees to formally accept the job outlook from their managers.

The goal of job crafting is to help each employee focus on and accomplish their own personal goals. Second, job crafting includes willful, purposeful, and conscious change. Third, job crafting necessitates a clear distinction between duties that were previously adjusted and regulated and those that are currently altered and assimilated. Fourth, job crafting produces long-lasting improvements as opposed to one-time or transient ones. Fifth, as opposed to changing aspects of free time, job crafting tries to change aspects of the employment function. And finally, self-created employment like being a self-employed consultant are not appropriate for job crafting. Instead, it is appropriate for a position with a defined definition and outlined duties (Zhang & Parker, 2018).

The sub-dimensions of Wrzesniewski and Dutton (2001), one of the groundbreaking studies in the literature on work creation, were studied in this study.

The first aspect of the concept of job crafting, task crafting, refers to the effective shaping of the tasks that employees are required to complete in the institution where they work by altering the number, nature, and content of the responsibilities they accept, as well as the tools that assist them in carrying out their duties, in accordance with the capacities provided by their managers in the business environment. In addition to what was previously stated, it also entails shifting the parameters of the work the employee performs. Employees attempt to lessen the amount of work they have to do by exerting more effort on the jobs they must perform but do not particularly enjoy doing, or by taking the easy route and delegating these chores to their subordinates or employees (Sözber, 2019; Niessen et al., 2016).

The second component of job building, known as cognitive crafting, has been described as the process by which an individual reshapes the jobs they accomplish in their own minds in order to understand the significance of their responsibilities and internal relationships. Employees alter their thoughts and behaviors regarding their work in their minds, changing the cognitive reflection of their labor. Studies have demonstrated that people with cognitive skills have a more thorough understanding of their jobs by analyzing the work they perform, knowing the significance of the work they see, and continually working to increase this awareness. Additionally, the employee first assesses his identity and the significance of his work; as a result, he develops a sense of self in the workplace and modifies the significance that his work holds for him personally (Kerse, 2017). Slemp and Vella-Brodrick (2013) found that cognitive crafting is distinct from task and relational crafting and may be the closest to the concept of "work identity" and, more broadly, how people see themselves in the workplace or in terms of a task. understood it to be a notion that includes everything they specify.

Relational crafting is characterized as a qualitative or quantitative adjustment to the connections one makes with others in the workplace. Through this, the person examines the coworkers and close friends within the organization with whom he or she interacts and modifies behavior as necessary (Karataş, 2019). Job performance was defined by Motowildo and Kell (2012) as the sum of the expected values for a person's series of behaviors over an extended period of time. Performance is a phrase used to describe the degree to which a person can use his or her probable and actual traits, skills, talents, and experience to accomplish the set goals. Performance is defined by the enterprise as each person's contribution to the institution's goals being achieved. One of the most crucial duties of managers is to model the activities and behaviors that will improve employee performance by making the most efficient use of the workforce (Şehitoğlu, 2010).

## **1.2. Theoretical Background and Hypotheses**

### **1.2.1. The Relationship Between Self-Leadership and Employee Performance**

Since self-leadership has only just begun to be studied and included in studies with other variables, there aren't many studies that examine directly the relationship between self-leadership and employee performance in the literature. However, some studies can be regarded as being more relevant to the study's scientific field. For instance, Prussia et al. (1998) used a sample of 151 participants in their study to explore the effects of self-leadership and self-efficacy views on employee performance. It has been established that self-leadership influences self-efficacy and that self-efficacy is a performance in and of itself. In fact, it was shown that the impact of self-leadership on employee performance was moderated by self-efficacy. Another study, conducted in two South Korean provinces in 2015, used 211 hospital nurses' responses to a questionnaire to ascertain the impact of self-leadership and communication skills on job performance. According to the study's findings, self-leadership and self-efficacy concepts have a positive impact on employee performance, and communication competence significantly mediates the relationship between self-leadership

among employees and performance (Yu & Ko, 2016). Taking into account the data from studies conducted across many sectors;

H1: Self-leadership has a positive and significant effect on employee performance.

### **1.2.2. The Relationship between Self-Leadership and Job Crafting**

Although there are numerous research examining job crafting with various leadership philosophies in the literature, few studies have focused on how it directly relates to self-leadership. They looked at the connection between coaching leadership and employee job crafting behaviors in an essay measuring job crafting dimensionally from a self-leadership perspective. According to the study's findings, self-punishment and self-reward variables, which are aspects of self-leadership, mediated the association between coaching leadership and job crafting in addition to the relationship being positive and significant. Additionally, according to Zhan Xiao-jun and Zhu Yang-hao (2020), coaching leadership also indirectly influences how individuals demonstrate work crafting through self-reward and self-punishment. Starting from here;

H2: Self-leadership has a positive and significant effect on job crafting.

H2a: Self-leadership has a positive and significant effect on task crafting.

H2b: Self-leadership has a positive and significant effect on cognitive crafting.

H2c: Self-leadership has a positive and significant effect on relational crafting.

### **1.2.3. The Relationship between Job Crafting and Employee Performance**

Despite the fact that self-leadership and job creating are more recent concepts, there are studies comparing them directly, in terms of their dimensions, and using various variables. According to this research, one of which was looked at by Weseler and Niessen (2016), many connections between job crafting elements and worker performance were discovered. Additionally, it has been noted that job performance of managers and staff is positively correlated with shifting or increasing tasks. According to Niessen, managers and staff members should be aware that job crafting and performance are related in diverse ways. They looked into whether job crafting intentions and job engagement mediated real job crafting actions and, as a result, high levels of job engagement and employee performance in a study that examined job crafting and employee performance using diverse variables. The research's findings indicate that individuals can raise their levels of job commitment and performance through job designing (Tims et al., 2015). In the light of the information obtained from here;

H3: Job crafting has a positive and significant effect on employee performance.

H3a: Task crafting has a significant and positive effect on employee performance.

H3b: Cognitive crafting has a significant and positive effect on employee performance.

H3c: Relational crafting has a significant and positive effect on employee performance.

### **1.2.4. The Relationship between Self-Leadership, Job Crafting and Employee Performance: Social Exchange Theory Perspective**

According to Yıldız and Develi (2018), the Social Exchange Theory captures the rational decision-making process that results from an individual's benefit-cost assessment in light of their expectations for the environment in which they live. People's opinions and attitudes toward the pertinent event or climate have an impact on how they behave (Blau, 1964). According to this viewpoint, an improvement in work performance is anticipated as a result of employees' assessments of their own self-leadership actions and their encouragement of job crafting.

Since examining employee performance with variables from other fields is generally viewed as risky and ineffective (Griffin et al., 1981), the term "employee performance" frequently refers to the impact of goal setting, motivation, and the manner in which different leaders treat their employees. These topics deal with important organizational research issues. However, there isn't a study in the literature that examines how people perceive leadership and discipline, how that discipline forecasts their work based on themselves rather than how other leaders behave as a performance indicator. When the aforementioned study's findings are taken into account, it is predicted that there will be a positive increase in an employee's performance if they demonstrate self-leadership in the workplace and interpret their roles in a way that suits them. It is also predicted that there will be a mediation between these two variables. Based on this context,

H4: Job crafting has a mediating role in the effect of self-leadership on employee performance.

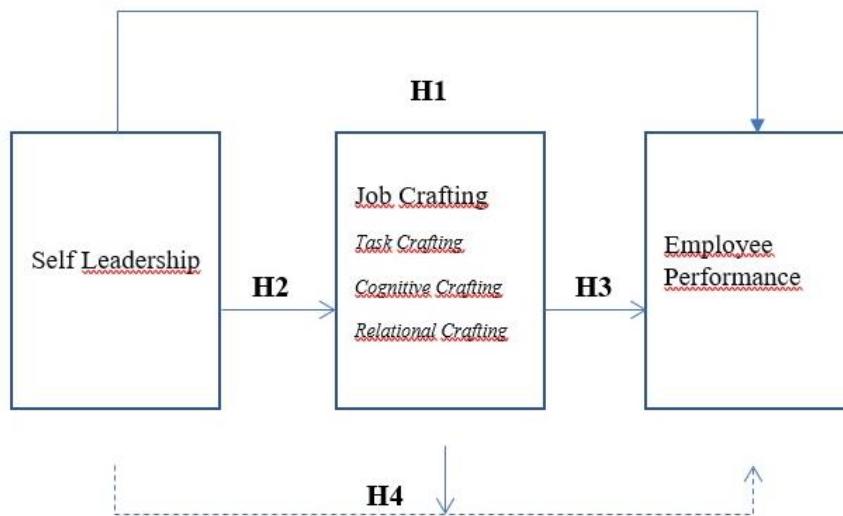
H4a: Task crafting has a mediating role in the effect of self-leadership on employee performance.

H4b: Cognitive crafting has a mediating role in the effect of self-leadership on employee performance.

H4c: Relational crafting has a mediating role in the effect of self-leadership on employee performance.

The model of our research developed in the light of this information is presented below (Figure 1).

**Figure 1. Research Model**



## Method

### Model

This study employs a quantitative research methodology and a scanning design. With the aid of questionnaires, screening design study tries to ascertain people's attitudes, views, opinions, behaviors, expectations, and traits about particular concerns (Gürbüz and Şahin, 2016, 107). Using SPSS, exploratory factor analysis, linear regression analysis, and hierarchical regression analysis were applied within the parameters of the study.

The research's target population consists of the staff members of the banks doing business in Azerbaijan. The researchers manually prepared more than 500 randomly chosen

bank employees via Google Forms and gave the link to the survey. There were 309 answers in all. Because 11 of them were inaccurate or incomplete, they were excluded from the survey. Due to their completeness and accuracy, the remaining 298 questionnaire responses were also used in the study. The SPSS statistical program was used to perform certain analyses on the collected data in order to evaluate them.

Demographic characteristics were measured using nominal scales. Regarding the participants, the distribution of age, gender, marital status, education level, experience in the current bank and total business experience were examined. The self-leadership scale used in the research was developed by Anderson and Prussia (1997) (Self-Leadership Questionnaire-SLQ); As Tabak et al. (2013) tested for reliability and validity and adapted the Self-Leadership Scale into Turkish. Expressions measuring self-leadership were used as '1' never and '5' as always. As an Employee Performance Scale, Fuentes et al. (2004) and Rahman and Bullock (2005) and adapted into Turkish by Göktaş (2004) and consisting of 3 statements, the 7-point Likert-type Employee Performance Scale was developed by Kirkman and Rosen (1999) and has been validated by Çöl (2008). 4 expressions of the scale, which was adapted to Turkish by making tests, were used. As a result of the combination of the two scales, 7 statements were created and the 7-point Likert-type scale was replaced with a 5-point Likert-type scale for the convenience of the participants and the ability to answer the questions correctly. Expressions measuring Employee Performance were used as '1' strongly disagree and '5' as strongly agree. As the Business Skills Scale, the Business Skills Scale developed by Slemph and Vella-Brodrick (2013) and adapted into Turkish by Kerse (2017) after a validity and reliability analysis was used. The scale consists of 3 dimensions and 19 expressions in total and was prepared using a 5-point Likert type. Expressions measuring Job Crafting were used as '1' strongly disagree and '5' as strongly agree.

In order to obtain certain permissions, ensure that the research population is in Azerbaijan, the volunteers who will participate in the research can better understand the scale items used, and to get more accurate results in the analyses made, the scale items to be used in the study were translated into Azerbaijani Turkish by experts and translators.

### **Distribution of Participants' Demographic Data**

The distribution of demographic characteristics of bank employees participating in the research is shown in Table 1. According to Table 1, 58.4% of the participants are male, 55.0% are between the ages of 25-3 and 63.1% are single. When the distribution of education status is examined, it is seen that 49% of the participants are graduates. When the experience distribution of the participants is examined, it is seen that 53.4% of the participants have 1-5 years of experience in terms of experience in the current bank, while 42.3% of the participants have 1-5 years of experience when their total business life experience is considered.

*Table 1. Distribution of Participants' Demographic Data*

	N	%
<b>Sex</b>		
Men	174	58,4
Women	124	41,6
<b>Age</b>		
18-25 y.o	92	30,9
26-35 y.o	164	55,0
36-45 y.o	39	13,1
46 y.o +	3	1,00
<b>Marital status</b>		



Married	110	36,9
Single	188	63,1
<b>Education Status</b>		
High school	2	0,7
Bachelor Degree	143	48,0
Master Degree	148	49,7
Doctor's Degree	5	1,7
<b>Total Work Experience</b>		
Less than 1 year	15	5,0
1-5 Years	126	42,3
6-10 Years	81	27,2
11-15 Years	51	17,1
16 Years +	25	8,3
<b>Experience in Current Bank</b>		
Less than 1 year	76	25,5
1-5 Years	159	53,4
6-10 Years	45	15,1
11-15 Years	11	3,7
16 Years +	7	2,4
<b>Total</b>	<b>298</b>	<b>100</b>

### Validity and Reliability Analysis of the Scales Used in the Research

In order to determine whether the scale and scale items used in the study were divided into theoretically predicted factor components, exploratory factor analysis was applied using Varimax Rotation and Principal Components Analysis (Field, 2009).

According to the results of the analysis, it was seen that the KMO coefficients of the scale were 0.783 and the Bartlett probability was 0.001. Considering the result that the KMO value is above 0.50 and the Bartlett sphericity test tail probability is significant, the acceptability of the scale for factor analysis has been confirmed. As a result of the factor analysis, items 1,4,14,25,27 and 29 were excluded from the analysis on the grounds that they were not gathered under the theoretically predicted factor components and the item loads were below 0.50. In addition, the factors of 'self-observation' and 'evaluation of thoughts and ideas' (6;11;13;20;22), which were two separate factors in the original scale, were also gathered under one factor in this analysis. On the contrary, 'imagining successful performance' (17;24;28) and 'setting goals for oneself' (8;16;23) factors, whose items were gathered under the same factor in the original scale, were perceived as two separate factors in this study. Finally, this dimension has completely lost its importance since items under the dimension of 'focusing thought on natural rewards' (14;29) were also excluded from the analysis because their item loads were below 0.50. Thus, the scale consisting of 8 dimensions and 29 items was reduced to 7 dimensions and 23 items, and it was determined that the data set was suitable for factor analysis. Therefore, it was determined that the data set was suitable for factor analysis (Field, 2009).

**Table 2.** Self-Leadership Scale Exploratory Factor Analysis

<b>Self Leadership Scale Factor Analysis</b>							
				Component			
SLF1	SLF2	SLF3	SLF4	SLF5	SLF6	SLF7	

selfpunish21	,865	
selfpunish12	,841	
selfpunish5	,773	
selfpunish26	,658	
selfreward19	,889	
selfreward10	,879	
selfreward3	,862	
selfobservbeasemp13	,757	
selfobservbeasemp6	,688	
selfobservbeasemp22	,667	
selfobservbeasemp20	,614	
selfobservbeasemp11	,460	
mentalimagery24	,798	
mentalimagery28	,779	
mentalimagery17	,734	
selftalk2	,865	
selftalk9	,810	
selftalk18	,757	
selfgoalsetting16	,857	
selfgoalsetting8	,832	
selfgoalsetting23	,623	
selfcueing15	,858	
selfcueing7	,849	

The Work Crafting Scale, which has three dimensions and 19 items, was subjected to the analyses indicated above. The scale's KMO sample adequacy value of 0.841 and the Bartlett sphericity test coefficient of 0.001 served as confirmation. The 40th (task) and 49th (relationship) items were left out of the study as a consequence of the factor analysis of the scale in Table 3 since the sum of explained variance was less than 0.50. All other elements on the scale were found to have factor loads above 0.50, and the scale as a whole fell under the theoretically expected factors. It was determined that the data set is appropriate for factor analysis as a result. Therefore, it was determined that the data set was suitable for factor analysis (Field, 2009).

**Table 3. Job Crafting Scale Exploratory Factor Analysis**

	Job Crafting Scale Factor Analysis		
	Component		
	JBC1	JBC3	JBC2
task42	,768		
task38	,682		
task43	,625		
task39	,546		
task37	,542		
task41	,486		

relational51	,729	
relational52	,709	
relational53	,672	
relational50	,648	
relational54	,550	
relational55	,483	
cognitive47		,808
cognitive48		,767
cognitive46		,564
cognitive45		,545
cognitive44		,513

According to the data obtained from the KMO and Bartlett tests on the Employee Performance Scale (1 dimension and 7 items) used in the research, it was determined that the KMO value was between 0.773 and 0.50 and the tail probability of the Bartlett coefficient was at 0.001 significance level. As a result of the factor analysis of the scale, it was observed that the item loads were lower than 0.50 and items 30, 31 and 32 were excluded from the analysis. As a result, the scale consisting of one dimension and 7 items was reduced to 4 items and it was determined that the data set was suitable for factor analysis.

**Table 4. Employee Performance Scale Exploratory Factor Analysis**

<b>Employee Performance Scale Factor Analysis</b>		
	Component	
	PERF	
performance36		,801
performance34		,774
performance35		,748
performance33		,744

Cronbach's Alpha coefficient was used to calculate the internal consistency, that is, the reliability values of the scales. Cronbach's Alpha value shows the total reliability levels of the items under the factor (Field, 2009).

**Table 5. Reliability Analysis of the Scales Used in the Research**

Scale	Factor	Item	Cronbach Alpha	Total Item Number	Cronbach Alpha (Total Scale)
<b>SLF</b>	selfpunish	4	0,809	23	0,787
	selfreward	3	0,634		
	selfobservbeassemp	5	0,694		
	mentalimagery	3	0,784		
	selftalk	3	0,790		
	selfgoalsetting	3	0,778		
	selfcueing	2	0,735		

<b>JOB CRAFT</b>	task crafting	6	0,740	17	0,704
	cognitive crafting	5	0,755		
	relational crafting	6	0,746		
<b>PERF</b>	-	-		4	0,762

Cronbach's Alpha coefficient values of 0.70 and above are considered reliable (Field, 2009). Table 4 shows the sub-dimensions of the scales and the Cronbach's Alpha coefficient values of all the scales. As can be seen, Cronbach's Alpha values for all sub-dimensions of Self-Leadership, Job Crafting and Employee Performance scales and for all scales are over 0.70 and there is statistically internal consistency (Hair et al., 2010).

By averaging each scale item utilized in the study, the normality test was carried out to see if the research data are normally distributed (parametric or non-parametric). According to Tabachnick and Fidell (2013), if the results of the skewness and kurtosis analyses of the scale averages of the data utilized are between -1.5 and +1.5, it is possible to declare that the data are normally distributed. Based on this, the data in this study were determined to have a normal distribution because the results of the skewness and kurtosis tests of the self-leadership, employee performance, job crafting scale, task, cognitive, and relational crafting data were between -1.5 and +1.5.

**Table 6. Normal Distribution Test Results**

Normal Distribution Analysis			
		Statistik	Standard Deviation
SLF	Skewness	-,176	,141
	Kurtosis	-,169	,281
Task Crafting	Skewness	-,120	,141
	Kurtosis	-,117	,281
Cognitive Crafting	Skewness	-,401	,141
	Kurtosis	,592	,281
Relational Crafting	Skewness	-,570	,141
	Kurtosis	,867	,281
Jobcrafting	Skewness	-,188	,141
	Kurtosis	,339	,281
Performance	Skewness	-,555	,141
	Kurtosis	,752	,281

**3. 3. Correlation Analysis**

As can be seen in Table 7, there are Pearson Correlation analysis results, which were made by taking the averages of the scales in order to measure the relations of the variables with each other.

**Table 7. Correlation Analysis**

Correlations													
	SLF 1	SLF 2	SLF 3	SLF 4	SLF 5	SLF 6	SLF 7	SLF 1	SLF 2	SLF 3	SLF	JB C	PE RF
SLF 1	1												
SLF	0,08	1											

2	6													
<b>SLF</b>	-	,167												
<b>3</b>	0,04	**	1											
	6													
<b>SLF</b>	0,07	,263	,479											
<b>4</b>	1	**	**	1										
	6													
<b>SLF</b>	-	,229	,138	0,08										
<b>5</b>	,204	**	*	6	1									
	6													
<b>SLF</b>	-	,289	,373	,391	,227									
<b>6</b>	0,07	**	**	**	**	1								
	7													
<b>SLF</b>	-	,282	,187	,263	,299	,173								
<b>7</b>	0,00	**	**	**	**	**	1							
	7													
<b>JBC</b>	0,01	,263	,375	,341	0,10	,269	0,10							
<b>1</b>	7	**	**	**	5	**	7	1						
	7													
<b>JBC</b>	-	,189	,401	,375	,134	,263	,215	,518						
<b>2</b>	0,05	**	**	**	*	**	**	**	1					
	1													
<b>JBC</b>	0,04	,194	,293	,260	0,09	,244	,159	,395	,444					
<b>3</b>	5	**	**	**	7	**	**	**	**	1				
	5													
<b>SLF</b>	,237	,673	,493	,596	,523	,604	,611	,357	,363	,319				
	**	**	**	**	**	**	**	**	**	**	1			
	8													
<b>JBC</b>	0,00	,269	,442	,403	,139	,323	,201	,780	,804	,802	,433			
	8	**	**	**	*	**	**	**	**	**	**	1		
	8													
<b>PE</b>	,135	,148	,380	,299	-	,266	0,03	,501	,364	,340	,265	,499		
<b>RF</b>	*	*	**	**	0,07	**	4	**	**	**	**	**	**	1
	5				5									

First of all, in the correlation analysis for self-leadership and employee performance, it was determined that there was a positive significant relationship between self-leadership and employee performance, since the significance value (p) was less than 0.5 and the correlation coefficient (r) was .265. As a result of the correlation analysis of self-leadership and job crafting, it was found that both job crafting and self-leadership (r = .433), as well as the dimensions of task (r = .357), cognitive (r = .363) and relational (r = .319) was found to be positively significant (p<0.001) relationship between crafting. Finally, when the relationship between job crafting and employee performance is examined, it is seen that there are both job crafting and employee performance (r= .499), as well as task (r= .501), cognitive (r= .364) and relational job crafting dimensions. (r= .340), a positive and significant (p<.001) relationship between job crafting was determined, and correlation analysis between variables was completed.

### Hypothesis Tests

Single and multiple regression analyzes were used to test the research hypotheses, and new variables were created by taking the arithmetic averages of the items in the factor component resulting from the factor analysis. Regression analyzes were performed on these variables. Mediating variable relationships were examined according to the procedure proposed by Baron and Kenny (1986) (Hair et al., 2010).

**Table 8. Regression Analyzes 1**

	<b>Independent variable</b>	<b>Dependent variable</b>	<b>Std. <math>\beta</math></b>	<b>t</b>	<b>p</b>
<b>H1</b>	Self-Leadership	Employee Performance	0,265*	4,737	0,000
	<i>F= 22,442 R<sup>2</sup>=0,070 P=0,000</i>				
	<b>Independent variable</b>	<b>Dependent variable</b>	<b>Std. <math>\beta</math></b>	<b>t</b>	<b>p</b>
<b>H2</b>	Self-Leadership	Job Crafting	0,433**	8,265	0,000
	<i>F= 68,315 R<sup>2</sup>=0,188 P=0,000</i>				
	<b>Independent variable</b>	<b>Dependent variable</b>	<b>Std. <math>\beta</math></b>	<b>t</b>	<b>p</b>
<b>H3</b>	Job Crafting	Employee Performance	0,499***	9,910	0,000
	<i>F= 98,214 R<sup>2</sup>= 0,249 P=0,000</i>				
	<b>Independent variable</b>	<b>Dependent variable</b>	<b>Std. <math>\beta</math></b>	<b>t</b>	<b>p</b>
<b>H4</b>	Self-Leadership	Employee	0,061	1,087	0,278
	Job Crafting	Performance	0,473***	8,465	0,000
	<i>F= 49,728 R<sup>2</sup>= 0,252 P=0,278</i>				

According to the first hypothesis of the study, it was determined that self-leadership has a significant and positive effect on employee performance ( $\beta = 0.265$ ;  $R^2 = 0.070$ ;  $P < 0.000$ ). Based on this, H1 was confirmed in accordance with the research model developed in the study.

According to the findings in the second hypothesis of the study, self-leadership has a significant and positive effect on job crafting. ( $\beta = 0.433$ ;  $R^2 = 0.188$ ;  $P < 0.000$ ). Based on this, H2 was confirmed in accordance with the research model developed in the study.

In the third hypothesis of the study, it was observed that self-leadership had a significant and positive effect on job crafting. ( $\beta = 0.499$ ;  $R^2 = 0.249$ ;  $P < 0.000$ ). Based on this, H3 was confirmed in accordance with the research model developed in the study.

It is possible to prove the fourth hypothesis of the study based on the method established by Baron and Kenny (1986) in their own work. Based on the research model they developed, the determined independent variable has an effect on both the dependent and the mediating variable, the mediating variable has an impact on the dependent variable, and finally, when the effect of the independent variable on the dependent variable is analyzed with the mediating variable, either the independent variable completely loses its effect on the dependent variable, or it should reduce the existing effect (Şengüllendi et al., 2020).

Looking at the research model developed in this study, H1, H2 and H3 were confirmed based on these conditions as a result of simple regression analyzes. As a result of the hierarchical regression analysis, when the effect of self-leadership job crafting variables were tested together on performance, it was seen that the self-leadership effect disappeared. Thus, it was concluded that job crafting is a full mediating in the effect of self-leadership on employee performance. Based on this, H4 was confirmed in accordance with the research model developed in the study. ( $\beta = 0.061$ ;  $R^2 = 0.252$ ;  $P = 0.278$ ).

However, in addition to the hypothesis evaluation results presented above, the sub-hypotheses were handled and evaluated within the framework of the regression analysis in Table 9.

**Table 9.** Regression Analyzes 2

	<b>Independent variable</b>	<b>Dependent variable</b>	<b>Std. <math>\beta</math></b>	<b>t</b>	<b>p</b>
<b>H2a</b>	Self-Leadership	Task Crafting	0,357	6,579	0,000
	$F= 43,282 \quad R^2= 0,128 \quad P= 0,000$				
<b>H2b</b>	Self-Leadership	Cognitive Crafting	0,363	6,703	0,000
	$F= 44,930 \quad R^2= 0,132 \quad P= 0,000$				
<b>H2c</b>	Self-Leadership	Relational Crafting	0,319	5,798	0,000
	$F= 33,619 \quad R^2= 0,102 \quad P= 0,000$				
<b>H3a</b>	Task Crafting	Employee Performance	0,501	9,950	0,000
	$F= 99,004 \quad R^2= 0,251 \quad P= 0,000$				
<b>H3b</b>	Cognitive Crafting	Employee Performance	0,364	6,719	0,000
	$F= 45,146 \quad R^2= 0,132 \quad P= 0,000$				
<b>H3c</b>	Relational Crafting	Employee Performance	0,340	6,224	0,000
	$F= 38,737 \quad R^2= 0,116 \quad P= 0,000$				
<b>H4a</b>	Self-Leadership	Employee Performance	0,099	1,851	0,065
	Task Crafting		0,465	8,671	0,000
	$F= 51,622 \quad R^2= 0,259 \quad P= 0,065$				
<b>H4b</b>	Self-Leadership	Employee Performance	0,154	2,672	0,008
	Cognitive Crafting		0,308	5,355	0,000
	$F= 26,610 \quad R^2= 0,153 \quad P= 0,008$				
<b>H4c</b>	Self-Leadership	Employee	0,175	3,071	0,002
	Relational Crafting	Performance	0,284	5,001	0,000
	$F= 24,634 \quad R^2= 0,143 \quad P= 0,002$				

According to the first sub-hypothesis of the study, it was determined that self-leadership had a significant and positive effect on task crafting, which is the dimension of job crafting ( $\beta = 0.357$ ;  $R^2= 0.128$ ;  $P<0.000$ ). Based on this, H2a was validated in accordance with the research model developed in the study. According to the findings seen in the second sub-hypothesis of the research, self-leadership has a significant and positive effect on cognitive crafting. ( $\beta=0.363$ ;  $R^2=0.132$ ;  $P<.000$ ). Based on this, H2b was validated in

accordance with the research model developed in the study. In the third sub-hypothesis of the study, it was observed that self-leadership had a significant and positive effect on relational crafting. ( $\beta=0.319$ ;  $R^2=0.102$ ;  $P<0.000$ ). Based on this, H2c was confirmed in accordance with the research model developed in the study.

According to the fourth sub-hypothesis of the study, it was determined that task dexterity had a significant and positive effect on employee performance ( $\beta = 0.501$ ;  $R^2= 0.251$ ;  $P<0.000$ ). Based on this, H3a was confirmed in accordance with the research model developed in the study. According to the fifth sub-hypothesis of the study, it was determined that cognitive crafting had a significant and positive effect on employee performance ( $\beta = 0.364$ ;  $R^2= 0.132$ ;  $P<0.000$ ). Based on this, H3b was validated in accordance with the research model developed in the study. According to the sixth sub-hypothesis of the study, it was determined that relational crafting had a significant and positive effect on employee performance ( $\beta = 0.340$ ;  $R^2= 0.116$ ;  $P<0.000$ ). Based on this, H3c was validated in accordance with the research model developed in the study.

Looking at the research model developed in this study, H1, H2a and H3a were confirmed based on these conditions as a result of simple regression analyzes. As a result of the hierarchical regression analysis, it was concluded that task crafting fully mediated the effect of self-leadership on employee performance. Based on this, H4a was confirmed in accordance with the research model developed in the study. ( $\beta=0.099$ ;  $R^2=0.259$ ;  $P=0.065$ ) Looking at the research model developed in this study, H1, H2b and H3c were confirmed based on these conditions as a result of simple regression analyzes. As a result of the hierarchical regression analysis, it was concluded that cognitive crafting partially mediated the effect of self-leadership on employee performance. Based on this, H4b was validated in accordance with the research model developed in the study. ( $\beta=0.154$ ;  $R^2=0.153$ ;  $P=0.008$ ). Looking at the research model developed in this study, H1, H2a and H3a were confirmed based on these conditions as a result of simple regression analyzes. As a result of the hierarchical regression analysis, it was concluded that relational crafting partially mediated the effect of self-leadership on employee performance. Based on this, H4c was validated in accordance with the research model developed in the study. ( $\beta=0.175$ ;  $R^2=0.143$ ;  $P=0.002$ )

## **Discussion and Result**

This study focused on the mediating role of job resourcefulness and its sub-dimensions, task, cognitive, and relational resourcefulness, in the effect of self-leadership on employee performance. It supported the idea that job resourcefulness offers complete mediation in the effect of self-leadership on employee performance. This framework provided evidence for the hypothesis H1, which was created to demonstrate that self-leadership has a favorable and significant impact on employee performance. A small number of studies in the literature have examined this kind of theory, and the findings from those studies have been confirmed (Yu and Ko, 2016; Prussia et al., 1998). H2, which examines the effect of self-leadership on job resourcefulness, was also supported. Although there are no studies in the literature in which self-leadership directly affects work resourcefulness, when examined together with different leadership styles, it has been observed that self-leadership dimensions 'self-reward' and 'self-punishment' indirectly affect work resourcefulness (Zhan Xiao-jun, Zhu Yang-hao, 2020). ). H3 hypothesis, which examines the positive and positive effects of job resourcefulness on employee performance, was also supported. In a study examining the effect of organizational intervention on job engagement and employee performance, it was seen in the literature that personal resource intervention and job resourcefulness had a positive effect on job engagement and employee performance, and as a result, personal resources and job resourcefulness intervention had a positive impact on personal evaluations of employee



performance (Wingerden et al., 2017). In another study, the interaction of work dedication, job resourcefulness and employee performance was examined and it was stated that the relational dimension of physical and mental commitment to work and job resourcefulness had a positive and significant effect on employee performance (Karataş & Aktaş, 2020).

H4, which investigates the modifying effect of job resourcefulness on the main research topic of the effect of self-leadership on employee performance, was also supported. There has never been a study like this one previously in the literature. Job creativity serves as a constructive mediator between self-leadership and improved employee performance. In other words, self-leadership outlines how job resourcefulness explains its relationship to worker performance. Sub-hypotheses were also constructed and examined to see whether the characteristics of job resourcefulness also have a mediating role in the association between self-leadership and employee performance. The analysis revealed that task resourcefulness has a full mediating role in the relationship between self-leadership and employee performance, while cognitive and relational resourcefulness plays a partial mediating function.

This perspective can be used to guide future study. The fact that task resourcefulness is directly compatible with the nature of the concept of performance can be understood as the cause of the partly mediating influence of cognitive and relational resourcefulness. When someone is cognitively resourceful, they attempt to make meaning of the task's content in their own minds as they complete it. The existence of a similar shared acceptance in interpersonal interactions is also suggested by relational resourcefulness. Performance is significantly impacted by the realization that the endeavor is merely a job. However, in order for cognitive and relational resourcefulness to have its greatest effect, contextual performance must also be addressed and taken into account. In addition, studies should be expanded with concepts that include extra roles such as organizational citizenship behavior. Together with cognitive bias, cognitive crafting, one of the job crafting variable's subdimensions, can be taken into account.

There are several restrictions on the study. The banking industry is the only place where people work. Additionally, because the data were gathered in another nation, the sample size remained at a specific level.

By putting to the test the study's original core hypothesis, it adds to the body of theoretical knowledge. However, it strives to provide managers with a useful reference regarding what is expected of employee performance at various levels when they favor self-leadership and when they take into account job resourcefulness and its dimensions. Additionally, the sample was chosen from a very small number of systematic quantitative studies on Azerbaijan and the banking industry. This study, which concentrates on Azerbaijan, promises to close a gap in the body of knowledge in this regard.

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