The Moon on a Stick: Having Multiple Jobs for Career Development

An Exploratory Mixed-Methods Study into the Heterogeneous Job Hypothesis for Different Types of Workers

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Abstract

In a labour market that is subject to change due to the demand for more flexibility and increasing competition, *multiple job holders* are a growing group of workers. As a rising group in the workforce, the predictors, motives and outcomes of multiple job holders have been subject to research before. An area of the research field on multiple job holders which is somewhat underexplored, is the motive of career development, also referred to as *the heterogeneous job hypothesis*. In order to gain a better understanding of the phenomenon of multiple job holding, the heterogeneous job hypothesis is further explored in the present study. To enhance a comprehensive understanding of heterogeneity in the context of this heterogeneous job hypothesis, the characteristics and narratives of different types of workers who consider having multiple jobs are examined, by addressing the question "*What does the heterogeneous job hypothesis encompass for different workers, looking at their rationales and motives for wanting to combine multiple jobs?*". A distinction was made between different types of workers based on the type of person-environment fit they seem to pursue, resulting in a *supplementary* fit group, *complementary* fit group and a *circular* fit group. In order to obtain an answer to the research question, a pre-study was performed through a questionnaire to an existing database of workers who indicated they consider having jobs, and further exploratory research was conducted by means of semi-structured interviews.

The results show no strong significant differences between the distinguished groups for their demographics, motives and personality traits. However, the findings do show strong similarities between the different distinguished groups. The analysis of the interviews supports the finding of strong similarities between the groups, as all participants describe similar personal resources, which are reflected in their well-developed self-efficacy, optimism, hope and resilience. These well-developed personal resources explain why these workers are open to and consider holding multiple jobs. Workers who have better equipped personal resources are better able to craft their job resources, which results in a better person-environment fit.

This study contributes to current knowledge on multiple job holders by examining the *heterogenous job hypothesis* in-depth. It shows how having multiple jobs can be a search for heterogeneity within the context of person-environment fit in which personal resources play an important role. As a managerial implication, employers and policymakers are advised to be more conscious of the importance of a good person-environment fit. The person-environment fit should be assessed more regularly to better enhance individuals needs and abilities. This may eventually lead to more, and potentially improved, job crafting practices. Finally, this research adds to the idea of boundary less careers by viewing multiple job holding in the job crafting context.

Keywords: 'Multiple Job Holders (MJH)' – 'heterogeneous job hypothesis'– 'person-environment fit' – 'job crafting' – 'personal resources'.

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Introduction

In the contemporary workforce there is an increasing number of, and therefore a growing academic interest in, individuals who have multiple jobs in different organisations. Researchers predict a gradual upward trend in multiple job holding, as the economy shifts towards more short-term employment models and with it the demand for flexibility (e.g., Barley, Bechkey, & Milliken, 2017; Bouwhuis, 2020; Campion, Caza & Moss, 2019). In 2020, 594.000 people had a second job in addition to their main job, which is 6,6% percent of all people employed on the Dutch labour market (Centraal Bureau voor de Statistiek, 2020). In view of the progression of multiple job holders, and its relevance to our understanding of the modern work experience, this field of research deserves more attention to further expand and deepen the knowledge on the topic in order to understand this complex phenomenon (Caza, Moss, & Vough, 2018).

As the research field on multiple job holders is still relatively young, previous scholars have used a variety of different terms in their research to refer to multiple job holders (e.g., dual practitioners, plural careerists, portfolio workers, and moonlighters). Nevertheless, these terms have in common that they all refer to individuals who work more than one job simultaneously. In accordance with Campion, Caza and Moss (2019), the definition of multiple job holders in this thesis consists of "the act of working more than one job simultaneously, including working for employers and self-employment, wherein all tasks, or sets of tasks, are performed in exchange for, or expectation of, compensation" (p. 6).

Research on multiple job holders has primarily focused on the predictors, motives and outcomes of multiple job holders, and its possible consequences for their well-being (e.g., Bamberry & Campbell, 2012; Bouwhuis, 2020; Dikey, Watson & Zangelidis, 2011, 2015; Panos, Pouliakas & Zangelidis, 2014; Wu, Baimbridge & Zhu, 2009). According to the literature, the different motives for holding multiple jobs can be distinguished into three main streams (e.g., Bamberry & Campbell, 2012; Bouwhuis, 2020; Campion, Caza & Moss, 2019; Dorenbosch et al., 2015; Glavin, 2020; Wu, Baimbridge, & Zhu, 2009). The first, and most prevalent, motive for having multiple jobs derives from a *financial* incentive, also referred to as the *hours constraint hypothesis* (Conway & Kimmel, 1998; Dickey, Watson & Zangelidis, 2015; Hirsch, Husain & Winters, 2016b). The motive emerged from the inability to earn a living from a single first job (Shishko & Rostker, 1976; Renna & Oaxaca, 2006; Wu, Baimbridge, & Zhu, 2009), or to supplement the salary earned from the first job (Hirsch, Husain & Winters, 2016a). In addition, the financial motive may also include the use of multiple job holding to manage inconsistent earnings from the primary job, also known as the *precautionary savings hypothesis* (Guariglia & Kim, 2004; Menger, 2017), or as a means of saving money for the future or for non-urgent expenses (Abdukadir, 1992). In line with the financial motives is the second motive for having multiple jobs, referred to as *the hedging hypothesis,* which occurs when workers take on multiple jobs driven by their belief that their main job entails a high risk of income insecurity (Bamberry & Campbell, 2012; Bouwhuis, 2020). By acquiring multiple jobs, one can provide more income security (Wu, Baimbridge & Zhu, 2009; Dorenbosch et al.,

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2015).

In the third and final category, career development is seen as a motive for having multiple jobs, which is covered by the *heterogeneous job hypothesis* (Renna & Oaxaca, 2006) or the *job portfolio model* (Hirsch et al., 2016a, 2016b). The *heterogeneous job hypothesis* encompasses the longing for more variety in work and professional development of workers (Renna & Oaxaca, 2006; Panos, Pouliakas & Zangelidis, 2014; Wu, Baimbridge & Zhu, 2009). In order to satisfy the desire for variety and development, there are workers who deliberately choose to have multiple jobs simultaneously. This expression of the search for variety and development in work is reflected in previous studies, for example in the desire of workers for task diversity (Fraser & Gold, 2001), to practice, build and maintain skills (Panos, Pouliakas & Zangelidis, 2014), to have new experiences (Averett, 2001; Osborn & Warren, 2006; Wu, Baimbridge & Zhu, 2009) and to explore alternate career paths (Arora, 2013; Dorenbosch et al., 2015; Russo, Fronteira, Jesus & Buchan, 2018). This motive is also related to the competition in the flexible labour market which encourages workers to diversify their skills and knowledge, to make them more attractive to future employers (Bouwhuis, 2020).

The heterogeneous job hypothesis is the focus of this study as little research has been done on this motive for multiple job holding (e.g., Bouwhuis, 2020; Bamberry & Campbell, 2012; Panos, Pouliakas & Zangelidis, 2014). In view of the increasing need for workers to distinguish themselves in order to become more attractive on the labour market, the motive of career development is also an increasingly important among this rising group of workers in the workforce (e.g., Dorenbosch et al., 2015). In addition, little is known about the possible consequences of different combinations of jobs among multiple job holders. The research by Panos, Pouliakas and Zangelidis (2014) implies that combining different jobs can diversify skills and knowledge, which could contribute to sustainable employability and subsequent labour force participation and economic independence. Moreover, the study by Bouwhuis (2020), shows that there can also be positive spill-over effects between jobs, which can also improve job satisfaction and human capital. Insights into the potential different needs of workers with different job combinations are needed, as it can potentially contribute to the positive work-related outcomes, such as well-being and performance. Given the limited knowledge on how different types of workers and their job combinations affect the way workers perceive having multiple jobs, it is important to conduct further research into this phenomenon. From this arises the following research question:

"*What does the heterogeneous job hypothesis encompass for different workers, looking at their rationales and motives for wanting to combine multiple jobs*?"

In view of the little research specifically focused on the heterogeneous job hypothesis and the possible consequences of different job combinations, an abductive research approach is considered most appropriate for this study to investigate the experiences of workers. First, data was collected by means of a pre-study, extracted from an existing database of workers who expressed their willingness for

multiple jobs, by distributing a questionnaire to different distinguished types of workers in the first half of 2021. From the questionnaire respondents, a diverse sample of participants for semi-structured interviews were selected.

The aim of this research is to gain a more comprehensive understanding of the heterogeneous job hypothesis as a motive for wanting multiple jobs. In addition to this, more insight is gained into the potential influences of different workers with different job combinations. The findings of this research are intended to give employers more insights to help understand the needs and abilities of workers who aspire to have multiple jobs. Moreover, the insights provided by this study can help policy makers in accommodating the growing group of workers. Therefore, this study could lead to a first step towards better support for multiple job holders in today's flexible and competitive labour market.

This thesis is structured as follows. First, the theoretical framework that outlines the main theories about motivation of workers and their pursuit for heterogeneity. This is followed by the methods, which addresses both the quantitative and qualitative research approach to answering the research question. Thereafter, the research results will be discussed. The quantitative analysis of the collected questionnaire data will be discussed first, followed by an analysis of the qualitative narratives that emerged from the interviews. This leads to the conclusion, which is followed by a discussion of the present study. Subsequently, the limitations of the study are discussed in combination with suggestions for future research. Finally, the managerial implications resulting from this thesis will be discussed.

Theoretical Framework

The *heterogeneous jobs hypothesis* motive for having multiple jobs was first introduced by Renna and Oaxaca (2006) as the *heterogeneous jobs model*, or the *jobs portfolio model* (Hirsch et al., 2016a, 2016b), following the assumption that it is conceivable that working multiple jobs is not merely the result of a financially rational trade-off between costs and benefits for workers, but reflects more advantages and disadvantages of working (Conway and Kimmel, 1998). The heterogeneous job motive initially included all motivations that did not align with the financial motives for multiple job holding. The motives for career development that further occur in the literature are the guise of the desire for task diversity (Fraser & Gold, 2001; Wu et al., 2009) or fulfilment (Avarett, 2001; Caza et al., 2018), enabling workers to practice, build and maintain skills (Bamberry & Campbell, 2012; Heineck & Schwarze, 2004; Osborne & Warren, 2006; Panos, Pouliakas & Zangelidis, 2014; Wu et al., 2009) and for the exploration of and transition to alternate career paths (Arora, 2013; Guariglia & Kim, 2004; Panos, Pouliakas & Zangelidis, 2014; Paxon & Sicherman, 1996; Russo, Fronteira, Jesus & Buchan, 2018). According to Panos et al. (2014), multiple job holding can be an important method of acquiring new skills or gaining experience in other occupations for further career development. Moreover, individuals may derive different sources of satisfaction from having multiple (different) jobs. In line with the research of Kimmel and Conway (2001) and Renna and Oaxaca (2006), the desire for heterogeneity may in itself be a motivation to have multiple jobs.

Workers' desire for heterogeneity can be regarded as a search for compatibility between their personal needs and demands as individuals, and a work environment that is well suited to those needs and demands. The compatibility between an individual's characteristics and the environmental characteristics has been defined as *person-environment fit* (e.g., Edwards, 1991; Cable & Judge, 1996). Fit can be operationalized using a variety of content dimensions, including skills, needs, preferences, values, personality traits, goals, and attitudes (Kristoff-Brown, Zimmerman & Johnson, 2005, p. 282). To conceptualize person-environment fit, Muchinsky and Monahan (1987) proposed a distinction between *complementary* and *supplementary* fit. Complementary fit can occur when an individual's characteristics meet the environments' characteristics (demands-abilities fit) (Muchinsky & Monahan, 1987), or when an individuals' needs are met by environmental supplies (needs-supplies fit) (Kristof, 1996). A complementary fit therefore exists when an individuals' characteristics fill a gap in the current environmental characteristics, or vice versa (Kristoff-Brown, Zimmerman & Johnson, 2005). Supplementary fit occurs when an individual and its environment possess similar or matching characteristics (Cable & Edwards, 2004; Kristoff-Brown, Zimmerman & Johnson, 2005).

In order to get a good understanding of the heterogeneous job hypothesis as a motive for having multiple jobs, this research will distinguish between different groups of workers based on their person-environment fit. A visual representation of the different groups is shown in Figure A. An objective distinction between workers will be based on their educational level as representation of their individual characteristics, and their current job and aspired additional job will represent the environmental characteristics they perceive to want or need. The first fit group distinguished in this thesis consists of individuals who indicated that they are looking for an additional job that aligns with the characteristics of their current job and followed education. They are referred to as the *supplementary fit* group as the individual characteristic of followed education matches the characteristics of their current job and the characteristics of their aspired second job. The second fit group is referred to as the *complementary fit* group, as the individuals in this group indicate that they would like to have an additional job which has different characteristics from their current job and followed education. Therefore, the aspired additional job environmental demands differ in its characteristics compared to their followed education and current job. Hence, the aspired additional job environment potentially supplies characteristics which the individual perceives to want or need from their environment. A third group is referred to as the *circular fit* group and consists of individuals who have indicated that they would like an additional job that matches their followed education. Whereas the environment of their current job has different characteristics from their individual characteristics. These individuals have found characteristics in the environment of their current job that offer what they want, or they offer characteristics that the environment of their current job asked for. However, they would prefer an environment with similar characteristics.

Figure A
Visualisation of the different fit groups
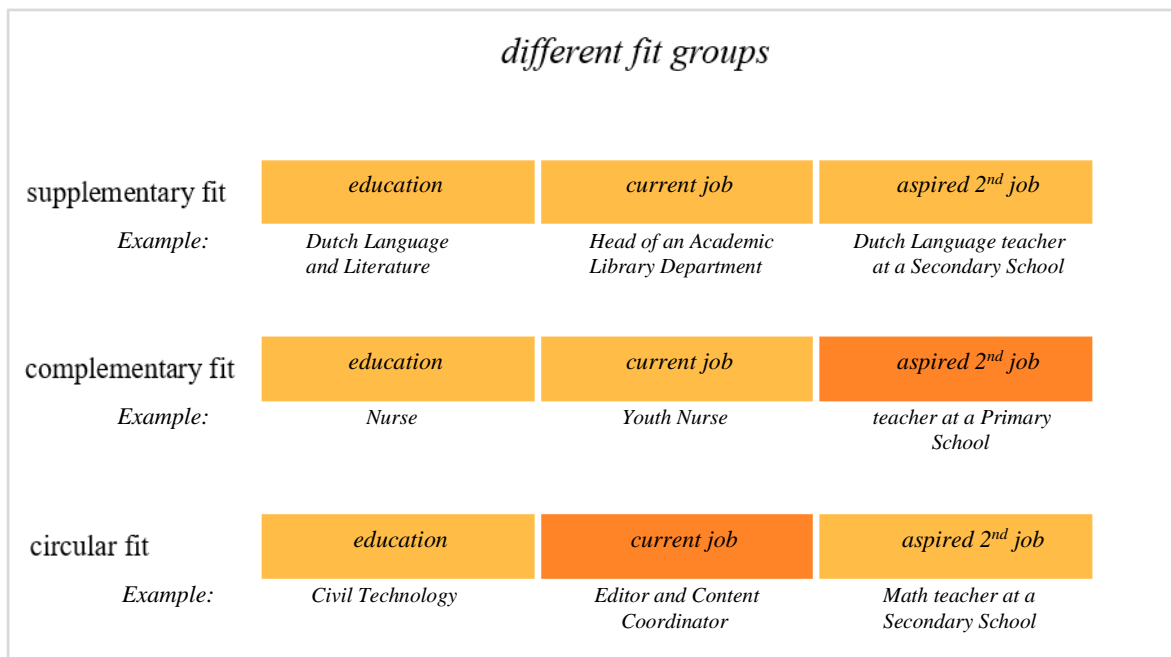
In today's labour market, there is a shift from traditional work behaviour to non-standard work behaviour, like multiple job holding. This change also entails that careers are no longer considered to be predictable and linear, but are increasingly complex and dynamic (Sullivan, 1999; Tims & Akkermans, 2020). This goes hand in hand with an increasing responsibility for workers, which calls for more proactive behaviour (Akkermans & Kubasch, 2017). Proactive behaviour enhances individual initiatives that challenges existing routines or procedures to improve their current situation, or to create a new situation (Crant, 2000). This proactive perspective on careers results in a shift from considering *job design* from a top-down perspective, to including bottom-up initiatives (Bakker & Demerouti, 2014; Demerouti et al., 2001; Tims & Akkermans, 2020; Van Wingerden, Derks & Bakker, 2017). The practice of proactive behaviour by employees who initiate changes in their own job design is referred to as *job crafting* (Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001), which is based on the Job Demands-Resources Model. According to the Job Demands-Resources Model, every job can be modelled using two different job characteristics, being job demands and job resources (Demerouti et al., 2001).

According to Tims, Derks and Bakker (2016), to create a better alignment between the job and their individual characteristics, individuals engage in job crafting behaviour to enhance a better person-environment fit. As individuals start to craft their jobs and careers to align them with their individual needs and preferences, it is important to focus on the changes that workers make to achieve a fit with their job demands and resources. Until now, the concepts of Job Demand-Resources, the pursuit for fit and job crafting, have been viewed mainly from the perspective of one single organisation or employer. Having multiple jobs enables workers to balance their job resources and job demands among multiple jobs. Through job crafting, employees can improve the fit between their personal needs, abilities, and

passions about the job (Tims & Bakker, 2010). Employees who craft their job optimize the demands and resources in their work environment, which helps them to achieve their work-related goals (Tims, Bakker, Derks & Van Rhenen, 2013).

According to Bakker & Demerouti (2014), employees with sufficient *personal resources* are able to strengthen their job resources. In addition, they conclude that personal and job resources reinforce each other within the Job Demands-Resources Model (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009). Personal resources, also called psychological capital, are personal elements of workers that give individuals the feeling of being able to control and successfully influence their environment (Hobfoll, Johnson, Ennis & Jackson, 2003). Personal resources are defined as "an individual's positive psychological state of development characterized by (a) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (b) making a positive attribution (optimism) about succeeding now and in the future; (c) persevering toward goals, and when necessary, redirecting paths to goals (hope) in order to succeed; and (d) when faced with problems and adversity, sustaining and bouncing back and even beyond (resilience) to achieve success" (Luthans, Youssef & Avolio, 2007, p.3).

Personal resources can be instrumental in regulating the degree (high or low) of job demands and resources (Bakker, Tims & Derks, 2012). Personal resources make employees feel able to exercise control over their work environment. Moreover, personal resources help workers in achieving work goals, as they are better able to cope with the demands they face at work (Siu, Bakker, & Jiang, 2014). Accordingly, improved personal resources have a positive impact on employee performance (Demerouti, van Eeuwijk, Snelder & Wild, 2011; Luthans, Avey, Avolio, & Peterson, 2010). The four personal resources are malleable in their nature (Luthans & Youssef, 2007) and various studies have shown that they can be developed through interventions (e.g., Luthans, Avey, Avolio, Norman & Combs, 2006; Luthans, Avey, & Patera, 2008). According to the motivational Conservation of Resources theory (COR; Hobfoll, 1989), workers strive to maintain and expand their resources. One's personal resources can help them to overcome demanding situations (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2007). From this it follows that those who have resources are better equipped to deal with demanding situations and are therefore more likely to gain additional resources and strengthen them (Bakker & Demerouti, 2014). Opposed to this, those who have fewer resources are shorter equipped to deal with demanding situations, making them more susceptible to high work demands, resource loss and stress (Van Veldhoven et al., 2020). Furthermore, workers use their job resources for the purpose of self-initiated job redesign to gain more resources (Oldham & Fried, 2016; Petrou et al., 2012; Tims & Bakker, 2010). Therefore, workers who have better equipped personal resources are expected to be better able to craft their job resources (Bakker & Demerouti, 2014; Bakker, Tims & Derks, 2012), which will result in a better person-environment fit.

In order to be able to answer the research question what the heterogeneity motive entails for the distinguished fit groups of workers, it will first have to be established that different groups can be distinguished based on the different types of person-environment fit. It is presumed that there is a difference in the demographics and motives of the different fit groups, as they pursue different types of person-environment fit. This leads to the following hypothesis:

Hypothesis 1: "*The distinguished fit groups show different demographic characteristics because of a difference in personal resources*".

Hypothesis 2: "*The distinguished fit groups show different motives for wanting multiple jobs because of a difference in personal resources*".

Hypothesis 3: "*The distinguished fit groups show differences in personality traits because of a difference in personal resources*".

Additionally, in this respect it is proposed that the divergent nature of the fit groups is caused by the disparities in personal resources between the fit groups. Workers in the supplementary fit group are expected to have developed similar personal resources because they are looking for a similar fit. In line with this, they are expected to show less proactive behaviour in the context of job crafting, as their personal resources are expected to be less developed compared to the other distinct groups. Workers in the complementary fit group are expected to strive to expand their personal resources because they are looking for a complementary fit. In line with this, they are expected to engage in more proactive job crafting behaviour in comparison to the supplementary fit group, but not more than the circular fit group. Finally, workers in the circular fit group are expected to strive to maintain and expand their personal resources because they want to redevelop pre-existing personal resources, in addition to maintaining their current resources by keeping their current job. In line with this, they are expected to engage in more proactive behaviour in the context of job crafting in comparison to the supplementary and complementary fit group. Therefore, the proposition that is the main focus of this thesis is the following:

Proposition: "*The circular fit group has better equipped personal resources than the complementary group, and the complementary group has better equipped personal resources than the supplementary group.*"

Methodology

This section addresses the methodological decisions of this thesis. First, the research strategy will be discussed, consisting of an abductive mixed-methods approach. The approach and structure of the quantitative and qualitative methods will then be further addressed, as well as the chosen instruments and the procedures followed during the data collection.

Research strategy

The research design for this thesis is an abductive mixed-methods approach, as the objective of the present research is to explore the *heterogeneous job hypothesis.* To gain the most comprehensive understanding of the phenomenon, both quantitative and qualitative research will be conducted. This approach will allow for collecting rich and comprehensive data, leading to a better understanding of potential contradictions between quantitative results and qualitative findings. A quantitative approach is used to provide a general view of the characteristics of the different groups, and it will allow for identifying existing or non-existing differences between the distinguished groups. Moreover, a quantitative analysis could demonstrate potential existing correlations between variables, when there are significant differences found between groups. In addition to this, a qualitative research approach can provide information on which mechanisms might explain or contribute to these relationships or differences. This allows for a more detailed exploration of the mechanisms driving the relationships (Kenealy, 2012). The qualitative approach will enable a more in-depth understanding of the heterogeneous job hypothesis, as the different interpretations and perspectives that people have and the meaning they attribute to a particular phenomenon is being examined (Symon & Cassell, 2012).

Quantitative Approach

In order to gain access to the specific group in which the phenomenon – of the heterogeneous job hypothesis as a motive for wanting multiple jobs – is most likely to occur, the existing database from the *Hybride Docent* initiative was used. *Hybride Docent* is a digital platform, initiated by Marius Bilkes and Kees van der Velden of the Expertise Center Hybrid Teacher. Hybrid teachers are professionals who combine a teaching job in education with another job (Keizer, 2020), and are therefore multiple job holders. Hybrid teaching is very popular due to the various problems in the work context. The education sector is subject to an increasing scarcity of workers and a growing gap between education and business (Keizer, 2020). Hybrid teaching is seen as a possible solution to these problems.

In addition, hybrid teaching can provide skills development, network building and can be used as a way to make employees more employable. Hybrid teachers are a group of employees who are considering working as a teacher in addition to their first job. Therefore, they are inherently a potential multiple job holder. In all likelihood, this group will include a majority of workers who are looking for an additional job primarily based on the heterogeneous job hypothesis.

On the website or app from *Hybride Docent*, those interested in hybrid teaching can submit their data on this platform in order to map their interests for becoming a hybrid teacher in the Netherlands (https://app.hybridedocent.nl/). The platform asks for demographic characteristics, education, current job and the aspired additional job. Based on the completed information, one can be sent a personal profile, including tailor-made information about further steps that can be taken to get closer to the hybrid teaching position. This prior knowledge of the people in the existing database makes it possible to classify them into the different groups, based on their followed education, current job and aspired

additional job. Therefore, *Hybride Docent* is a suitable way to gain access to a group of workers where the phenomenon of interest is most likely to be present.

After obtaining access to the *Hybride Docent* database and its previously obtained data, a distribution was made between the respondents, based on the aforementioned group distribution; the supplementary fit group, complementary fir group and the circular fit group. This was done in order to get a better view, previously to the data collection, of the existing group of workers who indicated that they would want to have an additional job. The dataset originally consisted of 1929 respondents, but after removing the test respondents, duplicate respondents, the ones who indicated to be no longer interested in being a hybrid teacher and the people who indicated that they do not wish to be approached, 1460 respondents remained to be invited to the questionnaire. From this group, 253 respondents were divided into the *supplementary* fit group, 232 into the *complementary* fit group and 71 into the circular fit group. Not all respondents in the existing database had completed the requested data of the *Hybride Docent* App, consequently there was not always enough information to classify respondents into one of the predefined groups. Therefore, an *undefined* fit group was created for respondents whose education, current job or desired additional job was not reported, because these data were needed to determine the fit of a respondent. The undefined fit group consisted of 803 respondents. Finally, a separate group was created with people who indicated to already be a teacher and were looking for an additional job external to education, because an adapted questionnaire had to be developed for them as they are looking for another type of additional job. The group of current teachers consisted of 101 respondents.

Instruments

The designed questionnaire is aimed to enquire into the demographic and personal characteristics of the respondents, as well as their motivations for holding multiple jobs. After a brief introduction to the study, the researcher and the questionnaire, respondents are invited to participate in an interview. This is followed by a series of questions about hybrid teaching and their motives for considering multiple jobs. Here, multiple choices for wanting multiple jobs were given that have been previously identified in the (Campion, 2019; Dorenbosch et al., 2015) literature. Respondents could choose multiple answer options. After this, people's personal demographic data were asked, as well as questions about their current jobs. Personal demographics, such as age, gender, marital status, and educational level, were asked because prior research has shown that this can play a role in people's motives for considering multiple jobs (Campion, 2019; Ameudo-Dorentes & Kimmel, 2009; Allen, 1998; Husain, 2014; Dickey et al., 2011). Finally, an abbreviated personality questionnaire by Gosling, Rentfrow and Swann (2003) was presented to respondents based on the Big Five Personality Traits. These personality questions are included because literature suggests that the ability to maintain and develop personal resources is related to an individual's personality (e.g., Bipp & Demerouti, 2015**;** Roczniewska & Bakker, 2016**;** Sutin & Costa, 2010**;** Van den Berg & Feij, 2013). The Big-Five framework has received considerable support and is the most widely used and extensively researched

model of personality. However, the most commonly used Big-Five scales contain many items (e.g., the 240-item NEO Personality Inventory (Costa & McCrae's, 1992), the BFI with 44-items (Benet-Martinez & John, 1998) or the 100-item TDA (Goldberg, 1992)) which makes for a long questionnaire for respondents. Adding such a personality questionnaire to the questions already asked could lead to respondents becoming tired, frustrated, and bored (Field, 2016). This, in combination with the consideration that the personality of the respondents is not the focus of this research, the 10-item Ten-Item-Personality-Inventory measure of Gosling, Rentfrow and Swann (2003) was chosen. This scale is tested for its validity, reliability and patterns of external correlations which reached adequate levels resulting in being an overall solid instrument which can stand as a reasonable proxy for a more extensive Big-Five instrument (Gosling, Rentfrow & Swann, 2013).

These questions also included those that made it possible to (re)determine the type of fit of respondents. The reason for this was that there was a large group in the database whose type of fit was still undefined due to a lack of information, and because a large part of the data was slightly dated (the oldest data is from 2018). For the group in the dataset that indicated that they were already teachers and would like to become hybrid teachers, the questions in the questionnaire were slightly adjusted. As they are not looking for a job as a teacher, but for a job other than teaching, the questions on desired educational direction and level of education have been replaced by questions on the desired additional job outside of education.

The questionnaire was created with the online platform Qualtrics. This programme seemed to be the best option after trying out several questionnaire programmes (e.g., Typeform, SurveyMonkey) by different test respondents. The choice for Qualtrics lies mainly in its user-friendliness, the possibility of an adapted display according to user device, the extra possibilities for answer categories and the extra information on the respondents' input behaviour. The questionnaire was sent separately to the distinguished groups by newsletter, to allow the results from the different groups to be distinguished and compared later on.

Procedure

After developing the questionnaire, it was sent in collaboration with Hybride Docent to the 1460 respondents who were eligible. A total of 176 people responded to the questionnaire, divided among the different groups. Remarkably, several respondents did not complete the questionnaire after leaving their details for an interview, which resulted in a large percentage not completing the questionnaire at all (41 incomplete questionnaires). After allocating the previously undefined fit respondents, the supplementary fit group consists of 94 respondents, the complementary fit group consists of 22 respondents and the circular fit group includes 19 respondents. This results in 135 workable respondents for the data analysis who completed the questionnaire in full. The course of the study population is shown in Figure B.

Figure B
Study Population
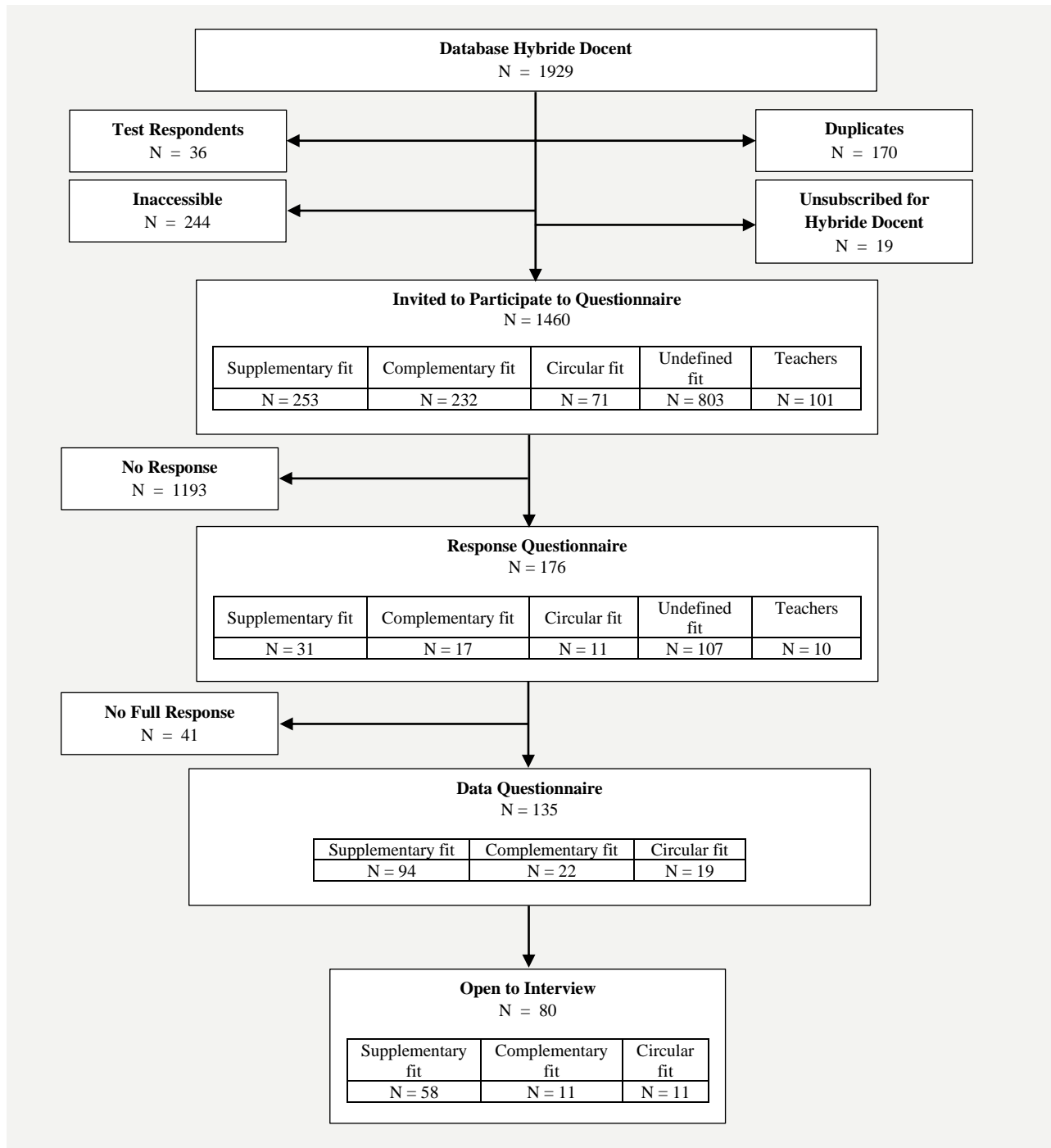
The data collected from the various groups of respondents is intended to give a generic representation of the characteristics of the groups and their mutual differences. To compare the distinguished groups, the Pearson's Chi-Square Test (Field, 2016) will be used to compare the different fit groups for the categorical variables of demographic data and motives for education and desired job. This statistical analysis is most suitable for comparing more than two groups for different categorical

variables. For the continuous variables in the demographics, an ANOVA (Field, 2016) analysis will be conducted to identify group differences.

Qualitative Approach

Following the identified similarities and differences in the generic descriptions of the distinguished groups, interviews will be conducted for a more comprehensive understanding of the *job heterogeneity hypothesis*. The interviews will enable a better understanding of the perception and experiences associated with the *job heterogeneity hypothesis* as the narratives of participants can provide much more detailed descriptions.

After collecting the results of the questionnaire, an overview was made of the respondents who declared to be open to participate in interviews. Given the interest of this study in the experience of workers who want to become multiple job holders, other than for finance and job (in)security motives, a targeted sample choice was made. For this selection, the following inclusion criteria were maintained in order to obtain a maximum contrast with the earliest possible saturation of diversity in the composition of interview participants. The respondents in the questionnaire who indicated their willingness to participate in an interview were classified based on their *education, current job, the job they aspire to perform and how many days they aspire to work in their second job.* Additionally, the participants for the interviews were also selected based on their indicated motives for having multiple jobs. Required is that they indicated to have career development motives for wanting to be a hybrid teacher, such as wanting more variety in their work, to enjoy their work more, to gain new knowledge and experience, as a personal challenge, for a different career, as a calling, to transfer knowledge or as a steppingstone to become self-employed or start their own business. Further, the selection is influenced by differences in the type of employment and the sector of their current occupations to enhance for a highly diverse sample (Symon & Cassell, 2012). Following this, all participants that met the inclusion criteria were approached to participate to an interview. Table A provides insight into the 16 participating interviewees and the characteristics on which they have been selected.

Instruments

The interviews were conducted by an in-depth semi-structured interview protocol with open-ended questions to gain a deeper understanding of the rationale and experiences of the participants (Alase, 2017). The interview protocols were pre-designed and focused on an interview of 30-45 minutes. The interview protocol covered a range of topics, including (a) motives for considering having multiple jobs; (b) their career path (current position; educational and professional path leading to the current position); (c) their perceived impact of multiple job holding on career and employment goals; and (d) their future career perspective.

Table A

Selected interviewees based on the inclusion criteria from the survey data

		Average intensity (1 day)			Strong intensity (2 days or more)	
Supplementary fit group *Alignment education, current job and second (desired) job*	Sheila Sazs Women, 40 Partner No Children	Education Current job 2nd Aspired Job	Art history MBO furniture maker Employee, permanent contract Curator of arts and crafts in a museum 32 hours a week VMBO, HAVO, VWO, MBO, HBO, WO Art history, cultural and artistic education, technique, handicrafts	Jack Soloff Male, 50 Partner No Children	Education Current job 2nd Aspired Job	HBO Commercial economics, Business Economics, Accountancy and post-HBO Accountancy Employee, permanent contract Financial Specialist 40 hours a week HAVO, MBO, HBO economic subjects and mathematics
	Mike Ross Male, 55 Partner Children	Education Current job 2nd Aspired Job	HBO Industrial Engineering & Management (associate degree) and energy production technology Employee, permanent contract Shift coordinator in a (green) power plant (production shift leader in five shifts) 34 hours a week MBO process engineering and all related subjects	Katharina Bennet Women, 49 Partner Children	Education Current job 2nd Aspired Job	HBO Journalism Self-Employed, project base Interim communication advisor and text writer 28 hours a week VO civics
	Alex Williams Male, 35 No partner Children	Education Current job 2nd Aspired Job	HBO Optometry Employee, permanent contract Optometrist hospital, ophthalmology clinic 34 hours a week MBO, HBO, WO biology or physics	Jessica Pearson Women, 51 Partner Children	Education Current job 2nd Aspired Job	HBO Personnel & Labour (Human Resources) Employee, permanent contract HR Business Partner 40 hours a week MBO, HBO Human Resources
Complementary fit group *Alignment education and current job, different second (desired) job*	Jeff Malone Male, 55 Partner Children	Education Current job 2nd Aspired Job	HBO Mechanical Engineering and Business Administration Civil Servant, permanent contract Product manager digital innovation products, product owner, business developer 36 hours a week HBO new economy and/or innovation	Dana Scott Women, 28 Partner No Children	Education Current job 2nd Aspired Job	WO Dutch-language studies, History Civil Servant, permanent contract VMBO, HAVO, VWO Dutch Language Teacher 36 hours a week Policy function
	Claire Bowden Women, 52 Partner Children	Education Current job 2nd Aspired Job	HBO Human Resources and WO Cultural Anthropology and Sociology of Non-Western Societies Employee, permanent contract Director at Telecom company 40 hours a week VMBO, HAVO, VWO, MBO, HBO civics or English	Rachel Zane Women, 51 Partner Children	Education Current job 2nd Aspired Job	HBO Tourism Self-Employed Teacher in Dutch language for foreigners 1 hour a week VMBO, HAVO, VWO, MBO, HBO Dutch language, tourism, management, communication
Circular fit group *Alignment education and second (desired) job, different current job*	Paula Agard Women, 50 Partner Children	Education Current job 2nd Aspired Job	WO Psychology (completed), Primary Education Teacher (not completed), Child Coaching (completed) Self-Employed, invoices Child and parent coach 25 hours a week MBO – HBO psychology, pedagogy, communication, social skills	Harvey Specter Male, 51 Partner Children	Education Current job 2nd Aspired Job	HBO civil engineering and urban planning8 Civil Servant, permanent contract Building permission procedures and zoning procedures 36 hours a week VMBO, MBO Technology and/or physics
	Louis Litt Male, 51 Partner Children	Education Current job 2nd Aspired Job	WO Biology and teaching qualification Employee, permanent contract IT Solution Architect at ABN AMRO 36 hours a week HAVO, VWO, MBO, HBO Biologie – IT – Proces Architectuur	Donna Paulsen Women, 56 Partner Children	Education Current job 2nd Aspired Job	HBO Nursing and pedagogical academy for primary education (PABO) Employee, permanent contract Teacher special primary education 40 hours a week Nursing
	Samantha Wheeler Women, 56 Partner Children	Education Current job 2nd Aspired Job	WO Communication studies, teacher education Employee, temporary contract Dutch Language Teacher 36 hours a week Communication advisor or text writer	Anita Gibbs Women, 52 Partner Children	Education Current job 2nd Aspired Job	WO law school and attorney education Entrepreneur Pension consultant and pension educator 40 hours a week MBO Dutch Language

The questions were open-ended to allow participants to describe their experiences from their own points of view and in their own words (Creswell, 1994; Morrow & Smith, 2000). Field specific jargon has been avoided to reduce ambiguity for the respondent and to avoid researcher's bias. Each respondent was asked the same questions in the same order. The protocol was critically commented on prior to the interviews by peer reviewers who have knowledge of qualitative research designs and methods. Prior to the start of the study, a pilot interview was conducted with a multiple job holder. Based on this, some adjustments were made to the interview protocol to make the questions follow one another more naturally, and to sort the order of the questions more logically for the interviewees.

Procedure

After the respondents had expressed their willingness to be approached for an interview in the questionnaire of the pre-study, they were contacted by telephone or e-mail with an invitation (depending on the information they had submitted). The interviews were conducted on a date and time indicated by the participants during April and May 2021. Prior to the interview, permission was asked to record the interview in order to process it into a transcript later on. In view of the COVID-19 crisis, the interviews were conducted online by video call or phone call (Archibald, Ambagtsheer, Casey & Lawless, 2019; Deakin & Wakefield, 2014). The recordings of the interviews together provided approximately 12 hours of audio material that was transcribed verbatim into 16 interview transcripts.

To enhance the ethics of this research, a brief introduction to the study was given prior to the interviews, to give the interviewees an idea of what to expect. In doing so, the interviewer introduces herself, explains the importance of the research, the value of the interviewee's participation, the confidentiality of the data and information gathered, and the related possibility to stop participating in the interview and research at any time. If the interviewee feels unsafe or uncomfortable at any time during the interview, the interview setting will be adjusted accordingly (Alase, 2017). The transcripts of the interviews were anonymised to ensure that the information cannot be traced back to a specific person. After transcribing and anonymising, the interview transcripts were shared with the participants to offer them the opportunity to verify if what they intended to say was also reflected in the transcript. If the participant indicated that the transcript does not correspond to what they intended, or if they wanted to add or adjust the transcript for a better understanding of their narrative, the transcripts were adjusted in accordance with the research principles.

All the interviews were audiotaped and lasted between 20 to 78 minutes, with an average of 40 minutes. At the end of each interview field notes were completed regarding the length and interview characteristics (e.g., interruptions, presence of interpreters, unstable connection, etc.). Those field notes were also used when interpreting the transcripts during the data analysis in an effort to increase the trustworthiness and authenticity of the narrative data (Lincoln & Guba, 1985).

Qualitative Data Analysis Approach

Within the qualitative research approach of the interviews, an interpretative phenomenological analysis (hereafter: IPA) approach was followed (Creswell, 2014; Smith, Flowers & Larkin, 2009). An IPA approach is ideally suited to investigate and interpret the lived experiences of people who have experienced a similar (general) phenomenon, in this study the willingness to have multiple jobs. As a qualitative research approach that focuses on the participant (Alase, 2017), IPA allows multiple individuals (participants) experiencing similar events to tell their stories without any distortion or persecution. According to Smith, Flowers and Larkin (2009), IPA is able to provide more consistent, sophisticated and nuanced analyses than other qualitative approaches and truly allows the research study to explore the phenomenon that is subject to research.

In line with IPA, each case is examined independently for themes, prior to looking for patterns between cases. Coding within IPA can be divided into two levels, according to Miller, Chan and Farmer (2018). At the first level, a first-order analysis can be derived from the transcripts. This analysis aims to provide a descriptive view of the phenomena that occur from the perspective of the participants (Larkin, Watts, and Clifton, 2006). The purpose of this first-order analysis is to understand what is important to the participants (Miller, Chan & Farmer, 2018). Coding in the second phase is called second-order analysis. It looks beyond the pure description of the participants' interpretation. Furthermore, it focuses on the meaning participants give to different aspects in their narratives (Miller, Chan & Farmer, 2018). To do this, the researcher interprets the participants' descriptions within social, cultural, and theoretical frameworks (Miller, Chan & Farmer, 2018). When allocating the second order constructs, a third order construct was also developed. To be able to link the different labels to each other again, key concepts were used as the last, fourth order construct. The transcripts have been processed in the language in which the interviews were conducted (Dutch), but for the comprehensibility of the study the quotes used in this thesis are translated into English.

Results

This section elaborates on the findings of the study as a result of the research approach discussed earlier. First, the quantitative results of the survey will be discussed. The demographic and motivational descriptions resulting from the collected data will be addressed. Thereafter will be examined whether a (significant) difference can be identified between the distinguished groups for their demographics, personality characteristics or motives. After establishing the similarities and differences between the different fit groups, an analysis of the qualitative data from the interviews will further elaborate on the possible causes of these similarities and differences.

Data Analysis Questionnaire

A first step towards answering the research question is to identify existing differences in demographics and motives for the different fit groups. Based on the distinction between the different groups, it is expected that a difference can be identified between the characteristics of these groups. To identify group differences, the demographic data, personality traits and motives of respondents will be examined.

The average age of the different groups is very close to each other, as the average ages for the supplementary, complementary, and circular fit are 47, 47 and 48 years respectively. To establish whether there is indeed no significant difference between the distinguished fit groups, an ANOVA analysis was performed (Field, 2016; Hair, 2019). This showed no significant difference between the groups. When looking at the distribution of gender among the different groups, it can be seen that the distribution between men (44,7%) and women (47,9%) is near to equal in the supplementary group, whereas in the complementary (36,4% male, 63,6% female) and circular group (36,8% male, 63,2% female) women are in the majority. When comparing the groups for gender by performing a Chi-Square Test (Field, 2016; Hair, 2019), no significant difference was found. Moreover, when comparing the groups for marital status (χ^2 (2) = .569, p = .752 > .05) and for having or not having children (χ^2 (2) = .171, p = .918 > .05), no significant difference can be identified.

Furthermore, it follows that, among the various groups, most of the respondents have followed higher education (MBO, HBO or University). When comparing the different groups for highest education received (χ^2 (10) = 19.631, p = .033 < .05), a significant difference between the groups can be found. However, the size of the effect is moderate, as Cramér's statistic is .28 (Field, 2016). The data identifies a difference in education level for the different groups, which suggest that the supplementary group consists of mostly HBO level education (52,3%), the complementary group consists of the most MBO level educated (18,2%) and the circular group mostly consists of university education level (63,2%).

It follows from these demographic descriptions of the distinguished groups that there are no significant differences between the demographic data of the respondents from the different groups, other than the moderate difference for educational level. An overview of these demographic descriptives and their values is given in Table B.

When looking at the personality questions the respondents filled in, it is noticeable that the different groups show similar ranking of their perceived personality characteristics. This is displayed in Table C. They all consider themselves to be open to new experiences, capable; trustworthy, disciplined; calm, emotionally stable; sympathetic, warm; extrovert and enthusiastic. In addition, they all indicate that they do not identify with the personality traits of being conventional, not creative; disorganised, inconsiderate; anxious and easily upset. A comparison was performed between the groups to see whether there are any significant differences for the scores on the personality traits. In contrast to the hypothesis, no significant differences can be established between the distinguished groups for their personality traits.

When looking at the motives for choosing their educational direction, presented in Table D, there seem to be some minor differences. The supplementary group indicated that their main motives were that the education appeared to be interesting to them (73,4%), because of their personal background (24,4%) and because of the expected job opportunities (22,3%). The complementary group points out that their main motives for educational direction were that it appeared to be interesting to them (86,4%), because they were influenced by others in their environment (18,2%) and because of their personal background (13,6%). The circular group shows that their main motive for choosing the educational direction was also because it appeared to be interesting to them (73,7%), because they would like to work in the profession since their childhood (21,1%) and because of the expected job opportunities (15,8%). It can therefore be seen that the primary reason for their choice of educational orientation is that the field of profession seemed interesting to them. To verify the presumption of an existing difference between the groups for educational direction, a Chi-Square Test was performed. As a result, a significant difference was found between the groups for the reason of influences by their environment to choose a certain educational direction (χ^2 (2) = 6.345, p = .042 < .05). The size of this effect, however, is moderate as Cramér's statistic is 0.22. Furthermore, there are no significant differences between the distinguished groups for their motives for choosing educational direction.

In the supplementary group, one in five respondents or more indicated that their motive for having multiple jobs is transfer of knowledge (76,6%), the desire for more variety (57,4%), to enjoy their work more (41,5%), to gain knowledge and experiences (37,2%), to have a different career (27,7%) and as a personal challenge (26,6%). The financial reasons for having multiple jobs were mentioned by only one in ten respondents. In the complementary group, one in five respondents or more indicated that their motive for having multiple jobs is transfer of knowledge (86,4%), to enjoy their work more (45,5%), to have more variety in their work (40,9%), to gain more knowledge and experiences (36,4%), to have a different career (31,8%) and to have a personal challenge (27,3%). This group also hardly mentions financial motives as a reason for wanting more than one job. The majority of the respondents in the circular group stated that their main motives for having multiple jobs are to transfer their knowledge (84,2%), their desire for more variety (47,4%), to have a personal challenge (31,6%), to have a safety net (26,3%) and to enjoy their work more (21,1%). This information shows that there are differences in the prevalence of a motive, but the principal motives for wanting to have multiple jobs are the same among the different groups (knowledge transfer, more variety, enjoy work more and personal challenge). Additionally, it is noticeable that the financial motives for having multiple jobs are more or less absent among the respondents of the different groups. To identify significant differences, a group comparison was performed by means of a Chi-Square test (Field, 2016; Hair, 2019). This results in no significant differences for the motives of having multiple jobs when comparing the different groups.

Table B

Demographic Descriptives of the Different Groups

Measure	Supplementary fit group N = 94		Complementary fit group N = 22		Circular fit group N = 19		Group Differences
	Mean		Mean		Mean		ANOVA (F)
Age	47,11		46,67		47,66		.047
	N	%	N	%	N	%	Chi-Square
Gender							1.543
Male	42	44,7	8	36,4	7	36,8	
Female	45	47,9	14	63,6	12	63,2	
Missings	7	7,4	0	0	0	0	
Marital status							.569
Single	13	13,8	4	18,2	2	10,5	
Partnered	74	78,7	17	77,3	17	89,5	
Missing	7	7,4	1	4,5	-	-	
Children							.171
Yes	69	73,4	16	72,7	15	78,9	
No	17	18,1	5	22,7	4	21,1	
Missing	8	8,5	1	4,5	-	-	
Highest educational level							19.631*
Primary School	-	-	-	-	-	-	
High School	3	3,2	1	4,5	0	0	
Post-Secondary Education	75	79,8	20	91,0	19	94,7	
(MBO)	4	4,5	4	18,2	0	0	
(HBO)	46	52,3	6	27,3	6	31,5	
(WO)	25	28,4	10	45,5	13	63,2	
Other	10	10,6	1	4,5	1	5,3	
Missing	6	6,4	-	-	-	-	

* Significant at α < 0.05

Table C

Personality Descriptives of the Different Groups

Measure	Supplementary fit group N = 94		Complementary fit group N = 22		Circular fit group N = 19		Group Differences
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Chi-Square
Open to new experiences, capable	6,2	1,167	6,2	1,140	6,4	0,761	3.397
Trustworthy, disciplined	5,9	1,287	6,4	0,848	6,1	0,970	4.534
Calm, emotionally stable	5,8	1,128	5,5	1,184	5,4	1,216	24.059
Sympathetic, warm	5,6	1,133	5,8	1,066	5,4	1,165	10.179
Extrovert, enthusiastic	5,3	1,444	6,0	1,214	5,1	1,079	12.641
Critical, argumentative	2,8	1,402	3,2	1,688	3,5	1,504	19.434
Reserved, quiet	2,8	1,499	2,4	1,221	3,1	1,370	7.046
Conventional, not creative	2,4	1,355	2,1	1,125	2,3	1,376	6.121
Disorganised, inconsiderate	2,1	1,298	2,0	0,873	2,0	1,155	12.696
Anxious, easily upset	1,9	1,298	1,5	1,011	1,8	0,898	7.936

* Significant at α < 0.05

Table D

Descriptives of the Motive of the Different Groups

Measure	Supplementary fit group N = 94		Complementary fit group N = 22		Circular fit group N = 19		Group Differences	
	N	%	N	%	N	%	Chi-Square	Sig.
Motive for Educational Direction [a]								
Appeared Interesting	69	73,4	19	86,4	14	73,7	1.663	n.s.
Personal Background	23	24,4	3	13,6	2	10,5	2.676	n.s.
Expected Job Opportunities	21	22,3	2	9,1	3	15,8	2.184	n.s.
Influenced by others	4	4,3	4	18,2	3	15,8	6.345*	.042
Wish from Childhood	15	16,0	2	9,1	4	21,1	1.149	n.s.
Hobby into Career	8	8,5	3	13,6	0	0	2.587	n.s.
Educational Image	4	4,3	2	9,1	0	0	2.010	n.s.

Table D. continued

	N	%	N	%	N	%	Chi-Square	Sig.
Motives for Multiple Job Holding [a]								
Career Development motives								
Transfer of Knowledge	72	76,6	19	86,4	16	84,2	1.364	n.s.
More Variety	54	57,4	9	40,9	9	47,4	0.290	n.s.
Enjoy Work More	39	41,5	10	45,5	4	21,1	0.278	n.s.
Gain Knowledge and Experience	35	37,2	8	36,4	3	15,8	3.297	n.s.
Personal Challenge	25	26,6	6	27,3	6	31,6	5.327	n.s.
Different Career	26	27,7	7	31,8	1	5,3	4.821	n.s.
Calling	9	9,6	3	13,6	3	15,8	0.788	n.s.
Become Self-Employed	4	4,3	0	0	1	5,3	1.056	n.s.
Own Business	3	3,2	0	0	1	5,3	1.038	n.s.
Financial Motives								
Safety Net	9	9,6	2	9,1	5	26,3	4.432	n.s
Extra Money	7	7,4	1	4,5	1	5,3	0.311	n.s.
Pay off Dept	3	3,2	1	4,5	0	0	0.789	n.s.
Make Ends Meet	2	2,1	0	0	0	0	0.885	n.s.
Save Money	1	1,1	0	0	0	0	0.439	n.s

[a] *Respondents were given the opportunity to select multiple answer categories for these variables.*
* Significant at α < 0.05

Data Analysis Interviews

In addition to the group comparison based on the data obtained by the questionnaire, qualitative data was also collected in order to explore the reason behind the differences between the distinguished fit groups, which is believed to be related to the divergent personal resources as proposed in the theoretical framework. As the quantitative analysis does not identify any significant differences between the distinguished groups, the purpose of the interviews has shifted towards a further exploration of the similarities between the groups and to gain a more comprehensive understanding of the motives behind the pursuit of heterogeneity and variety in work. In addition, this qualitative approach can contribute to a better understanding of how people are motivated, how they are driven and what drives them to make or refrain from certain choices.

Personal Resources

The different fit groups are based on the type of person-environmental fit they are appeared to be pursuing, based on the objective information of followed education, current job and aspired additional job. As the proposition is that the individuals with better developed personal resources will be better equipped to craft their jobs towards multiple job holding, the concepts that emerged from the interviews are discussed in the context of the personal resources. The first personal resource to be discussed is *self-efficacy*, which entails the individual confidence of a person to put in the needed effort to succeed at the tasks imposed on them. This is expressed by the interview participants when they talk about their current jobs and how they deal with the tasks involved. A second personal resource is *optimism*, implying one's positive attribution about succeeding in their assigned tasks and their success in the future. This is reflected by the participants when they share their perspective on their career prospects, with the associated opportunities and barriers they foresee in succeeding. A third personal resource is *hope*, referring to one's persistence towards their goals. This includes modifying or adjusting the path towards the set goals in order to succeed when needed. This is shown when participants talk about how they see

their nearby career and how they plan to deal with possible setbacks. Finally, the personal resource of resilience encompasses the resilience of individuals when faced with setbacks and problems. This is expressed by the participants when they talk about their career path and the obstacles they have already overcome on the way to their goal(s). The different personal resources and their associated concepts, compared with related example quotes, are shown in Table E.

Table E

Representation of the link between the key concepts of the codebook and the components of personal resources with example quotes

Personal Resource	Key Mechanism	Example Quote	Group Occurrence
Self-Efficacy *being confident to succeed at (challenging) tasks*	having Knowledge, Skills and Experience	*"I think I've done just about everything when it comes to HR. Change processes, reorganisations, but also performance trajectories or absenteeism cases, cultural change trajectories. Yes, you name it, eh, all kinds of things"*- Jessica	Occurs in all fit groups
	pursuing Development	*"the world changes, your environment changes and you have to go along with that. And yes, I always like to see, what does that mean? For the way we do things these days? And what should happen next?".* – Jessica	Occurs in all fit groups
	the Desire for Variety	*"the world changes, your environment changes and you have to go along with that. And yes, I always like to see, what does that mean? For the way we do things these days? And what should happen next?"*- Jessica	Occurs in all fit groups
Optimism *having a positive attribution about succeeding in tasks*	being Enterprising	*"I always want to renew myself"*- Claire	Occurs in all fit groups
	the Need for Something New	*"I feel another moment of choice approaching, that something exciting, something new, must happen again"* - Paula	Occurs in all fit groups
	the Desire to Bring About Change	*"but well, I am motivated to change things"* - Harvey	Occurs in all fit groups
Hope *being persistent towards my goals*	having Career Goals	*"I would really like to move on to the position of physician's assistant. That is a postgraduate education. That is pretty high on my list"*- Alex	Occurs in all fit groups
	feeling of Vocation or Calling	*"actually there was a little voice somewhere that I thought, but maybe I want to do more than just make stories but really eh be part of a story [by becoming a teacher]"* - Katharina	Occurs in all fit groups but mostly in the circular fit group
	Pursuing passions	*"a little bit actually the training aspect, with my love for the language, comes together in teaching the Dutch language"* - Anita	Occurs in all fit groups
	wanting to Transfer Knowledge and Experience	*"that is a subject that I know a lot about throughout my career, at least, I am very interested in this and I think boys and girls should know about it too. So there is a drive in me to do something, that I feel very committed to, to bringing that to the attention of young people"* - Jeff	Occurs most in the supplementary and complementary group, the least in the circular fit group
	striving to do Meaningful Work	*"work that matters, work that is useful for society or for people or patients"* - Alex	Occurs in all fit groups
Resilience *being able to cope with setbacks and problems*	experiencing Career Change	*"I've made a pretty distinct career moves. The first choice was to work for a municipality. That one is twofold. A because first I worked at an engineering firm and at a mechanical contractor. And during the job interview, I applied as a draftsman and I was hired as a road manager. That was a really super strange job interview. [...] during that interview, really after half an hour they came up with another vacancy. Are you interested in this? Then it was road manager [...] so I said yes, I would like that [...]"* - Harvey	Occurs in all fit groups
	experienced making Career Decisions	*"Well, yeah, that moment when I decided, I want to, I'm not going to teach anymore[...] That was a really hard decision, because [...] it was more than just me going off to do something else, it was also me letting down that team over there... yeah really. So that was a very very impactful decision, but one that did bring me to where I am today"* - Louis	Occurs in all fit groups but strongest in the circular fit group

Self-Efficacy

The first component that emerged from the personal resources concept is self-efficacy, which refers to one's confidence to take on the required effort to succeed at (challenging) tasks. Some of the antecedents the participants talk about, belong to this component as they give the participants confidence in their knowledge and ability to fulfil the required tasks, since it is a way of looking for (challenging) tasks, or because it is a way in which the participants try to succeed in the tasks. This encompasses the knowledge and experiences of participants, to their perceptions, values and norms of work they adhere to in everyday work-life.

A first antecedent that the majority of the participants from the different groups indicated that they experience is that of *knowledge, skills and experiences*. Each group expresses their extensive knowledge, skills, and experiences within their field of profession. For instance, Jack (Supplementary fit, male, 50) stated, "*I have had three economic disciplines in the past. So yes, that remains the basis that belongs to me [...] the fact that I am involved in that, you could extend that to education. Then, for a certain area, you have a piece of practical experience. I have been very broadly educated and am also broadly oriented in my work*". Rachel (Complementary fit, women, 51) tells that "*my heart belongs to training, teaching, guiding, coaching. That kind of work is really what I know I am good at and what I like to do. But there are lots of different things that I like in it*". Additionally, Harvey (Circular fit, male, 51) said "*certainly with these kinds of subjects, and I am not always aware of this, as a member of the municipal council, registrar clerk and twenty years of experience in the administrative environment, you automatically have a lot of knowledge or experience of these matters. At least more than average, I assume*". What follows from these quotes from the different groups is that they all describe feeling confident and competent in their field of profession. This is mainly due to their broad and deep foundation within their field of expertise. As a result, their knowledge, skills and experiences in their profession ensures that participants have developed sufficient confidence in themselves. This confidence in their own competence in relation to their job equips them to make the necessary effort to succeed in the tasks they are given. The extensive knowledge, skills and abilities participants described therefore enhances their self-efficacy.

In addition, the eagerness for (work-related) *development* is expressed by a majority within the different fit groups. Many participants indicate that they highly value personal development, but also the development of others. For example, Jessica (Supplementary fit, woman, 51) expressed her gratification in exploring her own development opportunities, "*the world changes, your environment changes and you have to go along with that. And yes, I always like to see, what does that mean? For the way we do things these days? And what should happen next?*". Other participants, such as Claire (Complementary fit, women, 52) and Anita (Circular fit, women, 52), also indicate that they consider personal development opportunities important to ensure they have sufficient (intellectual) challenge, to not get bored, and because they are looking for stimuli for complexity. The much-valued development of others is for example mentioned by respondents Jack (Supplementary fit, male, 50) and Donna

(Circular fit, women, 56). Rachel (Complementary fit, women, 51) also described this when she talked about an example from her work, "*[...] those are the kinds of things they learn so much from. And then they go back to their workplace with so much more confidence. Then I think to myself, well, I think those are really wonderful things, that you were really able to help someone and that someone really grows at a time like that*". This shows that the participants from all fit groups indicate to consider themselves capable of further development to ensure that they are able to cope with the tasks they face in their jobs. Their openness to more (personal) development ensures that they can make the necessary efforts to carry out their work. Therefore, their perspective on development promotes self-efficacy as it allows them to feel more individual confidence to put in the needed effort to succeed at their assigned tasks.

Another antecedent that follows from the narratives of the participants is their desire for *variety*. The variety mentioned by the respondents can be distinguished into variety in the *tasks* they perform and variety in the *environment* they are in. The desire for more variety in tasks is for example expressed by Alex (Supplementary fit, male, 35), "*I would like a little more variety [...], especially in the day-to-day work*", which corresponds to similar statements made by several respondents from each of the different fit groups. The desire for more variety in both tasks and work environment was for example also described by Claire (Complementary fit, women, 52), "*it is also nice to be able to switch to different types of jobs and environments*". Their desire for variety ensures that they continue to feel stimulated to make the necessary efforts to fulfil the tasks assigned to them, which also ties in with the concept of self-efficacy.

Optimism

A second component that emerged from the personal resources is optimism, referring to the extent to which one can make a positive attribution about succeeding things. This component contains some overlap with the component self-efficacy as it both encompasses a positive attitude from participants to successfully fulfil a task. More distinct in this component however is the emphasis of confidence to succeed in future tasks. For this reason, the need for *something new* and the desire to *bring about change* are more closely related to *optimism*, as they include the opportune attitude of participants towards succeeding in future tasks. In addition, the trait of being entrepreneurial fits the personal resource of optimism as it indicates something about the attitude of participants.

It follows from the participants' stories that the quality of being *enterprising* drives their personal pursuit to successfully complete (challenging) tasks. This trait occurs among the majority of each fit group. Paula (Circular fit, women, 50) for example, states about herself that "*I'm not someone who likes to do the same thing for a long time. I always want to renew myself*" and Claire (Complementary fit, women, 52) had a similar statement, being "*enough challenge is important for me anyway because otherwise, well, I get bored quickly*". Accordingly, Katharina (Supplementary fit, woman, 49) describes her feeling as "*at a certain point, I am just curious: what else is there? What else is there to learn? And what else is there to do?*". However, they are not only continuously looking for new or challenging tasks, they also seem to enjoy making changes in order to successfully complete tasks. For example,

Dana (Complementary fit, women, 28) tells that she encounters quite a few things during her job that she would like to change, but can't from her current position, which is also why she considers having multiple jobs. In addition, Donna (Circular fit, women, 56) is going to take an additional master's course so she can contribute to the quality of work within her organisation. This trait of entrepreneurship demonstrates that the participants of the various fit groups have a positive attitude towards successfully completing new or challenging tasks. Thereby enhancing their personal resource of optimism.

An attribute that is expressed by multiple members of each group is a desire to bring about change in their current job, or by having multiple jobs. Participants speak for example about the changes they want to bring about by working in a new position for their current workplace, or by bringing their acquired knowledge and experience to make changes in their new position. Jessica (Supplementary fit, woman, 51), for instance, states that she would like to make a change if she could start working in an additional job in education. "*I would also like to work on changing education completely. Yes. And not just how the classes are taught at school, but also the labour law and well, the culture and all that sort of things. I would really like to get to work on that*."

Dana (Complementary fit, women, 28) also explained that she would like an additional job in which she has the opportunity to change things, so that the problems she is facing in her current job are addressed. She states "*you come across quite a few things when you are teaching. Things that you don't agree with, that you would perhaps like to see differently. And you can only do so to a limited extent at a school, of course, because a lot of things are simply centrally organised. So it seems very interesting to me to think about that on another level*." In addition, Harvey (Circular fit, male, 51) also shared his thoughts on a number of aspects of his current job with which he was not entirely satisfied. This also plays a role for him in his motives to consider multiple jobs. He says, "*but well, I am motivated to change things*". The desire to bring about change among the groups shows that participant have a positive attribution towards succeeding at bringing about change. They consider themselves capable to change how things are done in their current job and sometimes even in unfamiliar environments, like a future job. This demonstrates the strong positive attribution of the participants which enhances their personal resources of optimism.

In accordance with the desire to bring about change, a majority among the different groups express the ongoing *need for something new*. This is for example reflected in a statement from Alex (Supplementary fit, male, 35), "*I think it would be very nice to do something different, say, one day a week, just for a change. [...] Um, yes, and to learn new things myself. And yes, to learn from other teachers. And to step into a new world, so to speak*". The urge for something new is also embedded in the search for new more (intellectual) personal challenges. This is for example conveyed by Rachel (Complementary fit, women, 51) who says "*I do like doing different things. So, in that respect, a combination [of multiple jobs] would be perfectly fine for me*". In addition, Paula (Circular fit, women, 50) talks about the feeling she gets for something new, "*I feel another moment of choice approaching, that something exciting, something new, must happen again*". These expressions about the pursuit for

new things show that the participants are eager to take on new tasks and challenges and that they feel a positive attribution about succeeding at these new tasks. Therefore, the desire for new things enhances the personal resource of optimism.

Hope

A third component that emerges from the personal resources concept is *hope*, which entails perseverance in the pursuit of goals, and if necessary, adapting the paths to those goals in order to succeed. Several antecedents emerged from the interviews that align with this component. Whether or not participants set clear career goals, want to transfer knowledge, have a sense of vocation and want to perform meaningful work, shows the pursuit of goals. In addition, wanting to merge passions demonstrates that, despite following other paths in their careers, people are looking for a way back to the paths that lead to (succeeding at) their goals.

The most explicit antecedent that arises from the narratives of the participants relates to personal resource of hope, is that of *career goals*. When participants were asked about their career goals, the answers were divergent. There was no dominant group in which most or least career goals were set. Some respondents indicated that they did not have any career goals, whereas there were also respondents from the different groups who expressed to indeed have clear career goals. These career goals range from attending specific educational programs, advancing to a new position, transitioning to a (partially) different profession, or even starting their own business or becoming self-employed. For example, Alex (Supplementary fit, male, 35) said, "*I would really like to move on to the position of physician's assistant. That is a postgraduate education. That is pretty high on my list*". In addition, Rachel (Complementary fit, women, 51) would like a position in a different profession, "*Yes, I would really like to have a job in education in any way*". Whereas Paula (Circular fit, women, 50) would like to further exploit opportunities in her current position, she says "*I have now created an online program of my parenting strategy so to speak. So, I would want to expand on that a little more*". These statements show that the participants have a career goal in mind and are working towards it. This division around career goals demonstrates that there is no uniform perspective on career goals between or within the different fit groups. While some say they have no goals, others are not consciously working on it. The pursuit of goals is therefore not a personal resource that is highly developed among the participants as the pursuit of (career) goals is not prominent in their minds.

In addition to having career goals, many participants also describe that their aspired additional job is a way to fulfil their *vocation or calling* which has continued to follow them along their career path. For example, Katharina (Supplementary fit, woman, 49) talked about her earlier attempt to go into education, a position she is now also considering taking up alongside her current job as an interim communications consultant. "*Four years ago, I made an attempt to go into teaching. [...] but actually, it didn't work out. I did start a programme at the [training institute], but I stopped after three quarters of a year. Um, but it didn't quite let me go. [...] And actually there was a little voice somewhere that I thought, but maybe I want to do more than just make stories but really eh be part of a story [by becoming*

a teacher]". Rachel (Complementary fit, women, 51) from the complementary fit group also indicated that she had tried various things, but "*the basis for me is, my heart is in training, teaching, guiding, coaching*", and as a result she is looking for an additional job that has to do with teaching and coaching of people. The expression of having a vocation shows that the participants have an ongoing goal in their career that has always attracted them. This relates to the perseverance in the pursuit of goals. The effort they make to return to a path to pursue their vocational goal shows their ability to adapt the paths to the goals in order to succeed, which promotes their personal resource of hope.

It is noteworthy that every respondent from the circular group indicates that vocation plays an important role in their career and is the main consideration for an additional job, whereas for the supplementary and complementary group it is only a part of the participants who indicate this. Harvey (Circular fit, male, 51) for instance, talks about his aspiration to become a teacher in addition to his current job. He explains that it is a recurring theme for him, one that has been around for a long time, and "*that is a kind of thread through my career which never really came about*". Similarly, Samantha (Circular fit, women, 56) says that she has always been attracted to teaching, in the form of support work in her previous job, being an assistant parent at her children's school but also that the teaching profession has always intrigued her. She says "*I noticed, gosh, would I have missed the boat then? (laughs) Could I still have that opportunity to go into education? Yes, and then I started to work for it seriously because I thought, well, you know, it is now or never. If I don't do it now, then I won't do it. And then how happy will I be? If later on I think of, well, yeah, but I just left that there...*". Therefore, the circular group demonstrates to have a better ability to adapt their paths to their goals when necessary. This indicates a more developed personal resource of hope for the circular fit group when it comes to vocation.

A third antecedent that follows from the component of hope is that of *pursuing passions*. In each group, there are participants who indicate that they want to aggregate their passions for different professions by having multiple jobs. This shows that even though they have previously taken a different path, they are still pursuing the goal that is connected to their passion. This is for example expressed by Alex (Supplementary fit, male, 35), who narrated that he considered becoming a teacher in the past, but eventually decided to go into healthcare because that was what attracted him most at that time. He states that teaching has always continued to fascinate him. On his motives for considering multiple jobs, he says "*[I would like to become a hybrid teacher] because the combination simply appears good to me as well, in order to continue practising the profession that I am doing now. And yes, to do something else. And yes, the combination with teaching in itself would be a very good combination for my career*".

In addition, Dana (Complementary fit, women, 28) shared her experiences which had led her to want more than one job in order to pursue the various facets of her passion. "*During my studies, I did an internship at the Ministry of Internal Affairs and then the feeling was a bit reversed. I really liked it then, but I didn't want to do only that job. It was great for my study, but it wasn't something I could put my heart and soul into, which is what I can do in education as a teacher. So yes, that seems a very nice place to me [to work, in addition to my job as a teacher]*". She considers having multiple jobs as an

opportunity to express her passion for the Dutch language in different ways. Moreover, Anita (Circular fit, women, 52) also mentioned something similar by saying "*a little bit actually the training aspect, with my love for the language, comes together in teaching the Dutch language*". These narratives of the different participants all reflect a way of adapting their paths in order to follow their goals, and to get closer to its success. Therefore, the pursuit of passion enhances their personal resource of hope.

In line with the shared feelings of passion for their profession is the *desire to transfer their acquired knowledge and experience* within their field of expertise to others. This knowledge transfer is seen by the majority as a goal in itself. All participants in the supplementary fit group and in the complementary fit group indicated to have this goal, and to have this goal as a motive for wanting to have an additional job in addition to their current job. However, within the circular fit group, only a few respondents indicated that the transfer of knowledge is a goal in itself, as it was only mentioned by Paula (Circular fit, women, 50) and by Louis (Circular fit, male, 51). This shows that the transfer of knowledge is especially important as a goal in itself for the supplementary and complementary group, and less for the circular group. This indicates that the personal resource of *hope* for the transfer of knowledge has been further developed for the supplementary and complementary group than for the circular group as the former because they demonstrate their ability to set goals to pursuit.

Lastly, all participants from the different fit groups express their desire to perform *meaningful work*. It follows from the respondents' narratives that doing meaningful work involves various aspects, including doing meaningful work for the people with whom they work, the organization they work for, and especially for society at large. For example, Alex (Supplementary fit, male, 35) stated that he highly values "*work that matters, work that is useful for society or for people or patients*", to which Dana (Complementary fit, women, 28) adjuncts, when she remarked "*I think it is very important that work has social relevance*". Followed by Harvey (Circular fit, male, 51), stating that he thought it is important "*that I can actually mean something to society*", and Louis (Circular fit, male, 51) adding that he feels that it is important "*to have a degree of added value*". The statements show that participants consider it important to do meaningful work, and that they also see this as a goal in itself when performing their job. This also shows that the participants show perseverance when they try to pursue the goal of meaningful work. Doing meaningful work therefore promotes the personal resource of *hope*.

Resilience

A fourth, and final, component that follows from personal resources is *resilience*, which is the ability of individuals to persevere and go on to achieve success despite setbacks and difficulties. The approach of the participants in dealing with problems and setbacks when pursuing their goals, surfaces when they talk about the *career changes* they have made and the *career choices* that have been made along the way.

In each group, there are participants who describe a significant *career change* in their career path. This ranges from changing between different jobs and organizations, but mainly refers to changing fields of expertise due to a career opportunity. For example, Katharina (Supplementary fit, woman, 49)

talks about her transition to becoming self-employed which included changing her field of expertise. "*I have a background in journalism. Yes. And (laughs) I really love that profession. Then I started for myself and it ended up being more communication than journalism*". In addition to this, Jeff (Complementary fit, male, 55) explains that he changed employers, "*so I took that step to [employer] because I was working at [previous employer] at the time and [...] where I'm actually doing more or less the same work as what I was doing then as an innovation consultant*". Similarly, Harvey (Circular fit, male, 51) talks about his changes between employers, but also about the unexpected job opportunities that came his way, which he accepted. "*I've made a pretty distinct career moves. The first choice was to work for a municipality. That one is twofold. A because first I worked at an engineering firm and at a mechanical contractor. And during the job interview, I applied as a draftsman and I was hired as a road manager. That was a really super strange job interview. [...] during that interview, really after half an hour they came up with another vacancy. Are you interested in this? Then it was road manager [...] so I said yes, I would like that [...].*" The participants' stories all show that they have experienced changes in their careers that could have been perceived as difficulties or setbacks. However, the participants predominantly regard problems or changes in their work as opportunities to explore a new (career) path. This demonstrates their ability to persevere, despite any setbacks or difficulties. This enhances their personal resource of resilience.

Accompanied by the career changes are the *career decisions* made by the participants to choose or not to choose a certain path. Various respondents from the different groups indicated that there were certain moments in their careers when they made an, in their view, defining choice that brought them to the position where they are today. How they experienced the moment of choice, unforced or forced by external factors, or how they look back on these moments of choice, positively or negatively, varies for participants in each fit group.

Katharina (Supplementary fit, woman, 49) talks about her career and describes the moment when she worked for a broadcaster where she felt like she was ready for something different after twelve years. About this moment in her career she expresses, "*that I quitted my job at the broadcaster has been very decisive for where I am now. [...] with the knowledge of today, I would have made a different choice*". She says that with her current knowledge, she would have wanted to make a different choice at the time, from which some remorse of her choice appears. Similarly is what Claire (Complementary fit, women, 52) describes about her moment of choice in her career. She says, "*well, I don't think that's very much in my work but maybe at the beginning, of choosing what study are you going to do? At the time I did choose a lot more [...] of, where are you going to get a good job with, later on? Something like that in the back of my mind. [...] While I am actually much more of a creative person. So actually, in retrospect, I might have preferred to make a different choice, to step into a more creative world so to speak*". She too expresses second thoughts about her own choice and, with today's knowledge, would like to have made a different choice. Following from this, respondents from the supplementary and complementary fit group appear to have a negative experience with the career decisions they made.

In contrast, the respondents from the circular fit group all seem to be content or satisfied with their career decisions, even though at times it was not an easy decision. For example, Louis (Circular fit, male, 51) recounted his previous experiences as a teacher in a school where he ultimately chose to make a move to another profession. "*Well, yeah, that moment when I decided, I want to, I'm not going to teach anymore[...] That was a really hard decision, because [...] it was more than just me going off to do something else, it was also me letting down that team over there... yeah really. So that was a very very impactful decision, but one that did bring me to where I am today. That when I look back now, yes, I would have never had the opportunity within that school environment to develop further like that. To [...] be able to learn so much and to be able to take on a different role, to discover other areas of interest. I would never have been able to do that*". So, despite the fact that it was not an easy decision to make, this respondent does look back on his choice with satisfaction. Samantha (Circular fit, women, 56) has a similar experience about her career decision. She talks about her experience in a job in which she was not happy. When the time came to determine whether her contract would be converted into an open-ended contract, she decided not to renew it and to choose for a new job in education. On this she tells herself that "*well, yes, the choice that I made eventually, after finishing my career [...], that I just chose education and thought, now I'm just going to do it, you know. [...] if you do make that move, the reward is all the better, so, yes. I am happy with that*". It appears therefore, that the circular group has a more strongly developed resilience due to the career decisions they all report having made, as opposed to only some participants in the supplementary and complementary group.

Discussion & Conclusion

Conclusion

The objectives of this study were to empirically distinguish between different groups of workers who would like to have multiple jobs, and to analyse whether or not there are differences between these groups in terms of their motives and personal resources. This study attempts to answer the following research question, "*What does the heterogeneous job hypothesis encompass for different workers, looking at their rationales and motives for wanting to combine multiple jobs?*". To answer this question, three groups were distinguished based on the type of fit they seem to be seeking by wanting an additional job; a supplementary group, a complementary group and a circular group. The results of the questionnaire show some slight differences in the descriptions of the different characteristics of the groups but no strong significant differences regarding the demographics of the different groups or their personality scores were found. For the demographics, only one significant difference was found for education level, but the effect size of this group difference was only moderate. Finally, no significant differences were found for the different motives for chosen educational direction or for the indicated motives for choosing multiple jobs. Therefore, we can conclude that, although a difference was expected between the different groups for personality and motives for making career choices, this assumption cannot be substantiated with the data from the questionnaire. This results into the rejection of the

hypotheses that there are differences between the distinguished groups for their demographics, motives and personality traits.

What can be concluded from the data obtained from the questionnaire is that, regardless of their objective differences, the workers who have indicated to consider multiple jobs mostly share the same personality traits, being open to new experiences, being capable; being trustworthy and disciplined; being calm and emotionally stable; perceived as sympathetic and warm; and being an extrovert and enthusiastic. In contrast to these personality traits, they all disagreed with the characteristics of being anxious and easily upset; disorganised and inconsiderate; and being conventional and not creative. In addition to the shared personality traits, they also share the same motives for wanting multiple jobs. These are the career development motives of transferring knowledge, pursuing more variety, to enjoy their work more, to gain more knowledge and experience, and as a personal challenge. Contrary to this, they all disagreed with the financial motives of having multiple jobs. The main conclusion from the questionnaire is therefore that there are no strong significant differences between the different fit groups, but that the groups considered together as a group of workers considering multiple jobs, do share the same characteristics and motives.

It emerges from the narratives of the interview participants that there are multiple antecedents subordinate to the various components from the personal resources of individuals. The components self-efficacy, optimism, hope and resilience can be retrieved from the interview analysis. It follows that *self-efficacy* among all fit groups is reflected within the perceived far-reaching knowledge, skills and experience of workers within their profession, their pursuit of development and their desire for variety. The personal resource of *optimism* in every fit group is reflected in their trait of being enterprising, having the need for something new and their shared desire to bring about change. Thirdly, there is a difference in the expressions of the personal resource of *hope* for the different fit groups. Having career goals is experienced different for each participant from all fit groups. This shows that career goals are not a strongly developed part of the personal resource hope, but also that no distinction can be acknowledged between the groups in this respect. De key mechanisms of pursuing passions and striving to perform meaningful work is occurrent among all fit groups. A more pronounced difference between the groups can be seen in the feeling of vocation or calling, as this occurs mostly among the circular fit group. Another difference between the groups occurs when looking at the desire to transfer knowledge and experience, which mostly occurs among the supplementary and complementary fit group and less among the circular fit group. Finally, *resilience* is represented by the experienced career changes and career decisions of participants. When participants were asked about their career goals, the answers among the different groups were variable. In each of the distinguished fit groups participants have experienced career changes in which they describe a positive attribution in coping with setbacks or problems faced. Finally, there is something remarkable when we look at the findings on what the respondents consider to be important career decision making moments. It is noteworthy that respondents from the circular group generally look back very positively on their career decisions and the career

changes they have brought about. In contrast, the experiences in the supplementary and complementary group for career decisions are not very positive, as they all indicate they would prefer to have made a different choice, looking back on it. Therefore, it can be concluded that the personal resource of resilience is more equipped for the circular fit group.

From this we can conclude that although there are considerable similarities when looking at the personal resources, contradicting the preconceived proposition that there are some differences between the groups that can be explained by their personal resources. All participants show a strong representation of the personal resources self-efficacy and optimism. The personal resource of hope is in each group developed almost equally, but in different areas. In conclusion, the personal resource of resilience is broader based for the circular group in comparison to the supplementary and complementary group, when looking at their experiences in career decision making. Therefore, the proposition that there are differences between the distinguished groups based on their personal resources is partially supported.

Discussion

The present study is the first research exploring the heterogeneous job hypothesis as the main, or even only, motive for workers to consider having multiple jobs. By combining research methods, the current thesis contributes to more comprehensive insights into the heterogeneous job hypothesis. This combination of research methods can help to interpret the outcomes and to understand what withholds the heterogeneous job hypothesis for workers. The current study can be viewed upon from the theoretical assumptions from the Job Demands-Resources model (Bakker & Demerouti, 2008), which state that personal resources and job resources strengthen each other, leading to more proactive behaviour (Tims & Bakker, 2010).

The main theoretical contribution of the present study is the further examination of the heterogeneous job hypothesis as a motive for having multiple jobs. The main motives that emerged from the findings of this study for considering multiple jobs were of transferring knowledge, pursuing more variety, to enjoy their work more, to gain more knowledge and experience, and as a personal challenge. The current study therefore confirms the findings of Fraser and Gold (2001), who determined the desire for task diversity as a career development motivation for having multiple jobs. Additionally, the motive for wanting multiple jobs to enjoy their work more confirms the study by Averett (2001), who establishes that workers have multiple jobs because they enjoy the work. The desire to gain more knowledge and experience as a motive for wanting multiple jobs is in accordance with the study of Osborne and Warren (2006), in which having new experiences are established as a motive for multiple job holding. This also explains the additional motive found by the present study of personal challenges for having multiple jobs.

Moreover, this research contributes by considering possible different groups of workers and their desire to have multiple jobs. To distinguish between individual characteristics and to examine what this could imply for the desire to have more than one job has not been studied before. The differentiation

between workers enhances a more comprehensive understanding of the different factors and perceptions of workers that are involved in making decisions, which can contribute to the choice of multiple job holders. A distinction between different profiles of workers would enable more focussed and specific research, as well as policy making for workers who want, or have, multiple jobs. Which is increasingly necessary as the number of people with multiple jobs grows.

Furthermore, the present study contributes to the current knowledge by viewing having multiple jobs in the context of job redesign, based on the Job Demands-Resources model. The findings show that employees who feel self-efficacious are more likely to show proactive behaviour (Vough & Parker, 2008), in this study reflected in the expression of wanting to have multiple jobs to align their needs and abilities. Additionally, the antecedents which emerged from the findings all enhance the personal resources of the participants. These well-developed personal resources enable them to regulate their degree of job demands and job resources (Bakker, Tims & Derks, 2012). In line with the proposition that workers with sufficient personal resources are able to strengthen their job resources, these antecedents clarify to some degree why these workers consider having multiple jobs (Bakker & Demerouti, 2014). The current study contributes to the current state of the literature by firstly initiating that job crafting is not only possible within a single organisation or job, but also between different employers and professions. This also relates to the idea of boundaryless careers (e.g., Arthur, 1994; Greenhaus, Callanan & DiRenzo, 2008; Parasuraman, Greenhaus & Linnehan, 2000) which has gained much popularity recently due to the increasing dynamism of the labour market (Tims & Akkermans, 2020).

Limitations and Suggestions for Future Research

A first limitation of this study is that the sample used to gain a better understanding of the experiences of the research entity is subject to the limitations of subjective selection, as there is no unambiguous definition of the distinguished types of fit groups, as they have been presented for the first time in this study. This may cause differences in the interpretation of the various combinations in education, current job and desired job, and their belonging to a particular fit group. Future research could differentiate more between workers based on other, less subjective, selections of individual characteristics. For example, a distinction could be made based on specific job characteristics according to the Job-Characteristic Model (Hackman and Oldham, 1976) or according to the Job Demands-Resources model (e.g., Demerouti et al., 2001; Schaufeli & Bakker, 2004). Additionally, not only could future research look into the motivational consequences of these job characteristics, but also into their implications for performance.

A second limitation of this research concerns the research sample. The selected sample from the existing *Hybride Docent* database had the advantage that one of the (desired multiple) jobs was predetermined in advance. Namely, wanting to be, or already being, a teacher. However, this given occupation of being a teacher also has consequences for the outcome of the present study. As such, this

occupation provides a biased perspective that has shaped the experiences, considerations and motives of the interviewees from this study to some extent. This is for example reflected in the findings of the study where knowledge transfer is mentioned as a new emerged motive for wanting to have an additional job. Therefore, future research could look into the motives and experiences of multiple job holders among different professions or occupational sectors.

Another limitation of the study is related to the chosen research approach. Inherent to the exploratory nature of this mixed-methods approach are the implications for the validity and reliability of the qualitative obtained data, also referred to as *credibility, transferability, dependability and confirmability* in qualitative research (Lincoln & Guba, 1985). Therefore, to enhance the *credibility* or internal validity, an attempt was made to generate an accurate representation of experiences through the procedure of member-checking, in which participants were given the opportunity to read the transcripts of their interview, and if they deemed it necessary, were allowed to make suggestions or to amend it (Corbin & Strauss, 2013). E-mail and social media correspondence allowed the researcher to stay in touch with the interviewees after conducting the interviews to share the interview transcripts and, if the participants requested it, the research results will be shared with them. Moreover, the researcher made use of several opportunities for peer debriefing, discussing the research with peer reviewers. Possible negative cases were included into the data analysis to prevent biases in analysing the data. In addition, the credibility was ensured by using an interview protocol and the interviews were all conducted in a similar method. The interviews were conducted remotely to allow the interviewees to be in a comfortable setting for them during the interview which ensures ecological validity. To meet the criteria of *transferability* a description of the information relevant for the research case about the interviewees and additional data is provided by means of tables, figures, and appendixes (Miller, Chan & Farmer, 2018). Data triangulation was used between literature review, a questionnaire, interviews, and field notes, to ensure the *confirmability* of the current study (Lincoln & Guba, 1985). Additionally, a research diary was recorded containing a demonstration of the methodological reflections, changes or shifts to provide a good understanding of the considerations at the time of the research, which contributes to the *confirmability* and *dependability* of the qualitative data (Symon & Cassell, 2012). However, these measures to enhance the trustworthiness of the research do not eliminate the room for subjective interpretation due to the qualitative approach.

Coherently, a limitation of this study is the difference among interviewees in their verbally expansiveness, as the methodological approach of this study relies on detailed narratives to gain a better understanding of the research entity. The differences in extensiveness could result in inaccurate or incomplete information about some interviewees because they did not provide a similar detailed narrative. In order to overcome this limitation, a quantitative study could be conducted with a large population of workers of which a part is a multiple job holder, to explore if there exist differences in personality, and possibly also in personal resources, between workers who would or would not want to be a multiple job holder.

Further research should look at the careers of workers and what this might mean for the likelihood of having multiple jobs. Recently, Akkermans, Schaufeli, Brenninkmeijer and Blonk (2013) showed that personal resources are linked to career competencies, as they seem to act similarly. Therefore, it seems reasonable that proactive behaviour of employees could explain how career competencies are related to career success in view of the Job Demands-Resources model (Akkermans & Tims, 2017). In addition, they argue that proactive behaviour at work might be the key to translating career-related competencies into enhanced employability. As career competencies could be an important antecedent of job crafting, future research could look into the implications of these career competencies for multiple job holders and their career success. Furthermore, research might take a closer look to explore whether different perspectives on previous career decisions or career success influences how workers view or experience having multiple jobs. Further research could also look at attributes of careers and the possible predictive values for successfully holding multiple jobs by conducting longitudinal studies.

Managerial Implications

A practical implication of the results of this study is that there are no proven differences between different groups of workers who would like to have multiple jobs. However, this study does imply that the workers who are open to the prospect of having multiple jobs are very similar when it comes to their personality traits and demographics. When there is more focus on the individuals performing the job, the labour market and organisations can better motivate their workers. By enhancing motivation, the associated positive outcomes, such as well-being and performance, will improve (e.g., Schaufeli and Bakker, 2004;Tims & Bakker, 2010). However, most positive outcomes will only be achieved when there is a high level of personal-environment fit, because the job better fits their individual abilities and needs. Organisations that regularly assess the person job-fit of their employees may therefore experience important benefits from these positive outcomes.

Additionally, organisations should motivate and support workers more frequently who are attempting to redesign their own jobs when needed. Allowing employees to engage in job crafting activities may be valuable means for organisations to keep their worker motivated. In doing so, they also acknowledge that each employee has different abilities and needs and that they should be allowed to shape their job accordingly. Considering the increasing extent of boundaryless careers, organisations should not only consider redesigning jobs within their own organisation, but they should also consider cooperating with other organisations to provide employees with the job that fits them best. This will then lead to the most desirable outcomes for employees and organisations.

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