



Bachelor Thesis

JOB SATISFACTION IN THE DUTCH PRIMARY EQUINE INDUSTRY

Advice on how to increase the job satisfaction among workers in the
primary Dutch equine industry by improving the job design

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Preface

The following research is written to complete the bachelor's study "Hippische Bedrijfskunde" at the Aeres University of Applied Sciences in Dronten. The idea of the thesis topic was created while learning about the field of Organizational Behaviour during the Minore "Inleiding in de psychology" followed by the student. During that Minor, my interest was awakened to apply the newly learned knowledge to the primary equine Industry.

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Jana Starke , 15th of August in Berlin, Germany.

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I Management Summary

For a company to be successful in the Dutch primary equine industry, it is essential to have a selection of skilled and dedicated employees. Managers in this industry must be aware that it is vital to have their current employees satisfied with their job. Job satisfaction is critical in attracting and retaining a skilled workforce (Stamolampros et al., 2019). However, that is not the only reason managers should focus on job satisfaction. The attitude a person has towards their job will influence their job performance (Ali et al., 2014).

This summary highlights the outcomes of this research that are important for the managers and provide helpful and practical advice about raising the employees' job satisfaction. The aspects for improvement are based on research about success and failure factors in the Job design and elements that the employees want to have improved. This way, the research information ensured that the advice fits the needs of the industry.

The managers should concentrate on the following dimensions to raise their employee's satisfaction: Feedback, Teamwork, Skill development, Work schedule, Task variety, Autonomy, and Meaningfulness.

The research has shown that employees have a highest need for feedback and that a high team spirit among the employees can positively influence the employee's satisfaction.

Therefore, **feedback** is the most essential aspects for managers to concentrate on when wanting to improve their employee's satisfaction. The recommendation is to raise the quality and quantity of the feedback. Managers should ensure that employees receive a lot of constructive feedback, especially positive feedback. Employees should also be encouraged to express feedback and ideas.

It is also advisable for managers to increase the amount of **teamwork**. The research has shown that employees have a high need for teamwork and that a high team spirit among the employees can positively influence the employee's satisfaction. Managers should approve of teamwork, especially when it allows employees to work more effectively.

Managers should gain knowledge about the **skills** that their employees have. The research has shown that doing tasks that adapt to their level of skills can positively impact the employee's satisfaction. It is also essential to be supportive of the employee's wish to develop new skills since the research has shown that employees have a strong desire to have many possibilities to learn new skills

The research showed that employees want to have a **clear work schedule**, so managers should provide the employees with this as much as possible.

The research has shown that employees do wish for more **autonomy** but rather not have the amount of **responsibility** increased. Therefore, managers should spread autonomy evenly among the whole team to avoid giving too much responsibility to one person.

The **task variety** doesn't seem to be that important to the employees. It can still be advantageous to let employees rotate on tasks since some employees get frustrated by doing the same tasks repeatedly.

Managers can also profit from raising the employee's feeling of **meaningfulness** by educating them about their work's impact on the company's success. Research has shown that employees rate their job as not so significant to the company's success.

II Management Samenvatting (Dutch)

Om als bedrijf succesvol te zijn in de Nederlandse hippische sector, is het van essentieel belang om te beschikken over bekwame en toegewijde werknemers. Managers in deze industrie moeten zich ervan bewust zijn dat het van vitaal belang is dat hun huidige werknemers tevreden zijn met hun baan. Baantevredenheid is van cruciaal belang bij het aantrekken en behouden van vakkundige arbeidskrachten (Stamolampros et al., 2019). Dat is echter niet de enige reden waarom managers zich moeten richten op werktevredenheid. De houding die iemand heeft ten opzichte van zijn baan zal van invloed zijn op zijn werkprestaties (Ali et al., 2014).

Deze samenvatting belicht de uitkomsten van dit onderzoek die van belang zijn voor de managers en geeft nuttige en praktische adviezen over het verhogen van de werktevredenheid van de medewerkers. De aspecten voor verbetering zijn gebaseerd op onderzoek over succes- en faalfactoren in het Job design en elementen die de medewerkers verbeterd willen hebben. Op deze manier zorgt de onderzoekinformatie ervoor dat het advies aansluit bij de behoeften van de sector.

De managers zouden zich op de volgende dimensies moeten concentreren om de tevredenheid van hun werknemers te verhogen: Feedback, Teamwork, Vaardigheidsontwikkeling, Werkschema, Taakvariatie, Autonomie, en Zingeving.

Het onderzoek heeft aangetoond dat werknemers de grootste behoefte hebben aan **feedback** en dat een hoge teamgeest onder de werknemers een positieve invloed kan hebben op de tevredenheid van de werknemer. Daarom is feedback het meest essentiële aspect voor managers om zich op te concentreren wanneer ze de tevredenheid van hun werknemers willen verbeteren. De aanbeveling is om de kwaliteit en kwantiteit van de feedback te verhogen. Managers moeten ervoor zorgen dat werknemers veel constructieve feedback krijgen, vooral positieve feedback. Werknemers moeten ook aangemoedigd worden om feedback en ideeën te uiten.

Het is ook aan te bevelen dat managers de hoeveelheid **teamwerk** verhogen. Uit onderzoek is gebleken dat werknemers een grote behoefte hebben aan teamwork en dat een hoge teamgeest onder de werknemers een positieve invloed kan hebben op de tevredenheid van de werknemer. Managers zouden teamwork moeten aanmoedigen, vooral wanneer het de werknemers in staat stelt effectiever te werken.

Managers moeten kennis verwerven over de **vaardigheden** die hun werknemers bezitten. Het onderzoek heeft aangetoond dat het doen van taken die aangepast zijn aan hun niveau van vaardigheden een positieve invloed kan hebben op de tevredenheid van de werknemer. Het is ook van essentieel belang om de wens van de werknemer om nieuwe vaardigheden te ontwikkelen te ondersteunen, aangezien uit het onderzoek is gebleken dat werknemers een sterk verlangen hebben om veel mogelijkheden te hebben om nieuwe vaardigheden te leren.

Uit het onderzoek is gebleken dat werknemers een **duidelijk werkschema** willen hebben, dus managers moeten de werknemers hier zoveel mogelijk van voorzien.

Het onderzoek heeft aangetoond dat werknemers wel meer **autonomie** wensen, maar liever niet dat de hoeveelheid verantwoordelijkheid toeneemt. Daarom moeten managers de autonomie gelijkmatig over het hele team verdelen om te voorkomen dat één persoon te veel verantwoordelijkheid krijgt.

De **taakverscheidenheid** lijkt voor de werknemers niet zo belangrijk te zijn. Toch kan het voordelig zijn om werknemers te laten rouleren op taken, omdat sommige werknemers gefrustreerd raken door steeds weer dezelfde taken te doen.

Managers kunnen ook voordeel halen uit het verhogen van het gevoel van **zinvolheid** van de werknemer door hen te informeren over de impact van hun werk op het succes van het bedrijf. Uit onderzoek is gebleken dat werknemers hun werk als niet zo belangrijk voor het succes van de onderneming beschouwen.

Chapter 1. Introduction

Work satisfaction is not a new topic, for decades psychologists and managers have been researching techniques to improve job satisfaction of employees. Greek philosopher, Aristotle (384 BC – 322 BC), quoted “Pleasure in the job puts perfection in the work”, (History.com Editors, 2021).

Working plays a big role in a person’s life and therefore it is unlikely that a person can be happy with their life if they are unsatisfied with their work situation. Job satisfaction is important for a multitude of reasons; however, two specific reasons are observed in this research. Firstly, the strong impact on a person’s psychological- and mental well-being, and secondly, the correlation between work satisfaction, motivation, and higher work performance, (Arnold et al., 2020, p. 142).

This report aims to advise the primary equine industry on how to make the job design fitting to employees, in order to raise the level of job satisfaction, employee motivation, and work performance, and as a result, potentially lower the absenteeism rates and decrease employee turnover. This advice will be especially useful for managers and owners of businesses in the primary equine industry.

The Dutch equine industry plays a large role in the Dutch economy and provides employment opportunities to people of various educational backgrounds. After providing an introduction, this research aims to describe the working sector and explain the current problems with employment (and employee satisfaction) in the Dutch equine industry.

Thereafter, the theoretical framework of organizational psychology and organizational behavior will be given. Focus will be placed on describing the attitude of work satisfaction, the impact that the working environment has on work satisfaction, and the impact that satisfaction of employees has on the organization.

1.1 The Dutch equine industry

In order to raise the satisfaction of employees within this sector, it is important to first provide an overview of the industry itself, and to describe the current work situations employees are in.

To begin understanding the work situation of employees in the Dutch primary equine business, it is essential to understand how the industry currently operates and the aspects that make the Dutch primary equine industry so successful.

In 2020, the Fédération Équestre Internationale (FEI) published the following statement about the Dutch equine industry on their website, “Anyone who follows FEI competition at the elite level would notice how often athletes from the Netherlands place at the top of the leaderboard. From Dressage to Driving and everything in between, Dutch equestrians have won coveted medals, led the world rankings, and wowed judges with their stellar performances. The Netherlands is also a frequent host for major events, where riders come back year after year because of the hospitable atmosphere and top venues,”.

The above statement by the FEI, provides evidence of how successful the Dutch equine industry is, and describes how the Netherlands has one of the most developed equine industries in worldwide. In the Netherlands, there are an estimated number of around 450.000 horses, and about 500.000 riders. Each year, there are around 765.000 competition entries across eight disciplines. The numbers given by the FEI, substantiate that the number of competition entries and the number of

riders is the highest in Europe. Due to the high popularity of the equestrian sport in the Netherlands, it makes up a sizeable part of the Dutch economy, (*Fei.Org*, 2020).

The registered revenue of the primary equine industry in the Netherlands is around 1.5 to 2 billion euros each year, (knhs, n.d.). Breeding training, export, and boarding stables contribute to a significant source of income in the Netherlands, along with the equine-related businesses like the sales of tack, feed, footing, veterinary practices, etc. As a comparison, the economic value of soccer was 2.1 billion euros in 2016, which means that the economic value of the primary equine industry is around half of the value of the soccer industry. When comparing the Dutch primary equine industry to other agricultural industries, it shows that the economic value is considered as high as the value of the poultry industry, (HAS Hogeschool, 2017, p. 10).

Due to the sizeable horse culture in the Netherlands, a lot of international-level riders are attracted to (and choose to have their stables in) the Netherlands. Aspects that bring these riders and businesspeople to the Netherlands are (among others) the high number of competitions, top trainers, good veterinary care, and good quality sports horses. This is also stated by the FEI who claim that: "Many international-level riders have their stables in the Netherlands because of its fantastic horse culture, the plethora of top trainers, and proximity to other European nations."

1.1.1 Importance of Employee satisfaction for managers and the Dutch equine industry

In keeping the Dutch primary equine sector successful, organizations must operate on a high level. Aside from the fantastic horse culture, a plethora of top trainers, and proximity to other European nations, the Dutch equine sector has become so successful because of the successful operation of organizations within the industry. For an organization to be successful in this sector, it is important to have an appropriate selection of employees. This includes the managers and leaders but also the skilled and non-skilled employees.

The importance of the attitude of a person towards their job has been pointed out by Ketchain, (2003), where it was concluded that when people are happy with their work, the result is a more productive workplace, (Ali et al., 2014). Based on this statement, it can be deduced that the managers and owners of primary equine businesses need to (not only) find the right employees but need to make an effort to keep these employees satisfied as well.

Keeping current employees satisfied becomes even more important in recent times. Recent numbers published by the Centraal Bureau voor de Statistiek shows there is a high rise in a labor shortage in the Netherlands since 2021. The percentage of companies affected by this shortage is the highest in 2022, looking at a period from 2015 onwards. While in 2015, 2,7% of companies were affected by the labor shortage, the percentage in 2022 is currently at 33.6%. This shortage affects businesses in all different sectors, (Centraal Bureau voor de Statistiek, 2022).

Although it is important for the equine industry to attract a high number of potential employees, it is increasingly important for managers to keep their current employees, and to prevent lower turnover rates. A shortage in labor also means that there is stronger competition when it comes to hiring new employees between organizations in the industry. This competition does not only occur between the businesses in one sector but also between the different sectors in the Netherlands. "According to Porter (2011), employee turnover can cost a company a substantial amount of capital when considering downtime, recruiting, interviewing, orientation, training, and ramp-up time," (Suri, 2014).

In the primary equine industry employees often develop specific skills that are important to the company while they are working. Losing employees does not only mean losing the skills that this

staff member has, but also means that the employer must spend time and resources to find a fitting replacement.

It is also important that the employees in the primary equine industry have a high level of motivation since working in the primary equine industry is often connected with hard physical work, overtime- and weekend hours, and potentially low pay.

Harter Schmidt and Hayes stated in 2002, that job satisfaction plays a critical role in attracting and retaining a skilled workforce, (Stamolampros et al., 2019). Other studies have also shown that employee dissatisfaction can lead to a higher chance of quitting their job compared to satisfied employees. The chance of higher employee turnover is especially high when the unemployment rates are low, and when there are many alternative job opportunities, (Meier & Spector, 2015).

In a conclusion, to raise the satisfaction of employees within the primary equine industry is not only an advantage for the managers of equine businesses but also has a positive effect on the success of the industry as a whole.

1.1.2 Structure of the Dutch equine industry

The Dutch equestrian industry can be split up into primary- and secondary equestrian businesses.

Primary equestrian businesses are those that get their revenue directly from horses. The primary equine industry can be classified into four business sectors: breeding; sport; recreation and trade. Business types in these sectors are, for example: Stud farms, training/sports stables, equestrian centers, boarding stables, and sport horse-trading stables, (Rijksen & Visser-Riedstra, 2005). Examples of the job opportunities that a primary horse business offers are: trainers; riders; stable managers; groomers; and facility managers etc.

According to the Hippische Monitor 2017, there are approximately 6.600 equine companies in the Netherlands. In the report, it is calculated that 8% of these companies are equine sports retailers and 92% are primary equine businesses. This means that there are approximately 6.072 primary equine businesses in the Netherlands, (HAS Hogeschool, 2017, p. 10).

The Hippische Monitor 2016, declared that on average, 2,7% of people work at a primary horse stable. The number of people that work in the primary horse industry can differ greatly and is related to the size of the primary horse business, (HAS Hogeschool, 2016, p. 10).

To conclude, the primary Dutch equine industry does not only have a big impact on the overall revenue and culture in the Netherlands, but it also offers numerous job opportunities at different educational levels.

1.1.3 The employment problem in the equine industry

Besides the general labor shortage, there is a need to identify further problems relating to the employment situation of employees in the primary equestrian industry. This is done by reviewing a few voices coming from the industry and looking at two bachelor thesis' that already discuss the topic of employment. This chapter will give an insight into the problems that occur with employment in the primary equine industry all around the world and in the Netherlands.

As explained in the previous chapter, the Dutch Horse sector is successful and good skillful workers are rare and highly sought after. This situation is not only present in the Netherlands but also in other highly developed equestrian nations such as the United Kingdom, America, France, and Ireland.

The showjumping rider, Dianna Babington, describes the problems she experienced with employees (especially grooms) in the blog post *"The Ethics of Employment in the Horse Industry,"* (theplaidhorse.com, 2018). In this blog post, she writes about the observation she had at the winter circuit in Wellington. She experiences a lot of chatter among professional trainers and riders regarding the arduous task of finding and keeping qualified help to manage barns and groom horses. She also writes about problems with staff walking out all at once, and people not showing up etc. According to Dianna Babington, a lot of professionals in the horse business also felt like employees had a lack of work ethic and needed to be monitored constantly, or otherwise, the staff would not be performing the job on a high level. She also shared a story about another stable owner offering her employees 50 dollars more a week, if they would come to work with them. She points out that when staff quit the job unexpectedly, it can be a huge problem because the ones that suffer when the rest of the staff is overwhelmed are the horses. She concludes that the problem in the equine industry now, is to find highly qualified staff that have the right skills combined with a good work ethic, and the efforts in keeping the current staff. Dianna Babington believes that a part of this problem could be solved if they would be better training programs for grooms.

In the Netherlands, there are a lot of training programs for employees in the horse industry. Several education organizations offer courses on MBO and HBO levels, to prepare people to work in the equine industry.

Aequor, the knowledge center that deals with solutions to labor market bottlenecks, researched jobs available in the equine sector. The report, *Equestrian Sector Developments (2013)*, was released from this research. This research showed that there are enough graduates from MBO courses to fulfill the jobs in the sector. Aequor even states that there are more graduates than necessary, (Redactie Horses.nl, 2012). Aequor also mentions that the skills equine graduates learn in their courses, often do not match the skills wanted by the industry. Based on this statement, research has been done by Frederieke Verhaar (Student of Applied Sciences van Hall Larenstein). In this research named *"Dream job in reality,"* she aims to get a realistic view of working in the equestrian sports industry and says that the employment problem is not a quantity shortage of employees but a qualitative shortage. The main goal of this study was to find which information is necessary to describe a realistic view of job functions in the equestrian sports industry for (future) pupils, (University of Applied Sciences van Hall Larenstein & Verhaar, 2010).

Another approach to identifying the level of education in connection with the equine sector has been done by Angela Haze and Wendy Pater (students Hogeschool Van Hall Larenstein), in commission of the KNHS. The research titled, *"De perfecte match,"* aims to find success and failure factors in determining the needs of the industry when weighed against the skills acquired during education. The approach to solving this problem was to find aspects to create a better connection between the skills needed in the equestrian sector, and the skills that students get from MBO and HBO equine courses, (Haze et al., 2010).

The above mentioned research concentrates on fitting the people to the job or creating a more realistic picture of what working in the primary equine sector looks like. Neither research takes into account how satisfied people are with their work. While both studies have noted that it is expected that employees in the primary equine sector are highly motivated and have a good mentality, they fail to describe how to create this motivation or how to keep it.

The problem of the skill fitting has also been announced in the advisory report *"Onderzoek naar gewenste vaardigheden en competenties Instructeur en medewerker paardensport/-houderij,"* published in 2014. The objective was to create a report with the desired skills and competencies of employees in the equestrian sector, and to develop a new blueprint for the content of equine

educational courses. The central research question was: “How can the connection of equestrian education with the business community be improved?”. From the above research, it can be concluded, that there have been quite a few approaches taken to solve the employment problem of the primary equine industry in the Netherlands. Whereby, the main approach was adapting the MBO and HBO courses to include more fitting skills, those of which, are required by employers in the industry.

No research has been conducted to find out how satisfied the employees are with their current work situation. Additionally, no research has been done on the expectations that potential employees’ have about aspects of their future job.

When looking from the employment point of view, it is clear that working in this sector is connected to hard physical work. Employees in the primary equine industry do not only have to bring the right skills but also a high level of motivation to work hard. For employers, it’s important to find the right workers but even more important is to keep the right workers. For employees, it is important that they are satisfied with their job, since the time people spend at work is a large portion of their day.

To conclude, the problem that Dianna Babington explains, lies not only in the education of the staff but also in the work ethic of the employees, and in the attraction of the job itself. It is also important for these managers to keep their current staff happy, not only to keep them, but also to raise their motivation and their work ethic. As Dianna Babington explained, it is unfortunate for a stable manager to lose their employees because horses need to be trained and taken care of every day of the week. So, if a stable has a lack of employees for a longer period, it can make the horses (and the business) suffer. The loss of an employee also means that the work and time spent educating that employee will be lost. For managers in the primary horse business, it is increasingly important to find skillful, quality employees and also to keep the employees they currently have satisfied.

1.2 Organizational behavior and psychology

In order to find a solution for this problem, it is helpful to understand what is going through an employee’s mind. Organizational behavior and organizational psychology can help with creating this understanding. In this chapter, an introduction is given to the scientific field of Organizational Behavior (OB) and Psychology.

The questions mentioned in the previous chapters are being addressed in the field of organizational behavior and work and organizational psychology. “Organizational behavior is a field of study that investigates the impact individuals, groups, and structure have on behavior within organizational effectiveness,” (Judge & Robbins, 2013, p. 28). This means that OB studies the three-factors that influence behavior in an organization. These factors are individuals, groups, and structure. The knowledge gained by the study of OB on the effect that individuals, groups, and structure have on the behavior of people in an organization, is then used to help organizations to work more effectively, (Judge & Robbins, 2013, p. 28).

Psychology is an important part of OB, especially when looking at the individuals (employees) of an organization. “Psychology seeks to measure, explain, and sometimes change the behavior of humans and other animals,” (Judge & Robbins, 2013, p.28).

To conclude, OB is a relevant field to look into, to understand how to make employees more satisfied and how to make them work more effectively. The field of OB is important for this research because it will provide insight into theories regarding employee satisfaction and assist in selecting the right

methodology for this research. To reiterate, this research provides advice to the managers of the primary equine industry, with the aim of raising job satisfaction among employees.

1.3 Attitudes

To get a better understanding of work satisfaction, it is important to first understand the concepts of attitudes. In OB, work satisfaction is seen as an attitude that an employee has towards an object. In this instance, the object can be the work in general, the boss, or specific aspects of the job.

This chapter will give an overview of work attitudes to gain clearer insights into what makes employees act in specific ways, including the idea of leaving, the level of satisfaction they feel, and the work ethic they maintain. It is important to understand the attitudes to understand a person's behavior.

According to Secord and Backman, (1969), attitudes are certain regularities in one's feelings, thoughts, and tendencies to react to a particular aspect of one's environment. Attitudes are always evaluative, which means they say something about a person's tendency to behave positively or negatively in terms of thoughts, feelings, and behaviors toward the object of attitude. It is important to understand that an attitude is always referring to the goal of the object. This could be a person, for example, the boss, a group of people, for example, the senior management an object (work tool), or a concept such as compensation, (Arnold et al., 2020, p. 134).

The attitude toward an object is different from person to person, and is influenced by different aspects that will be described later in this report.

In this research, the focus lies on the attitude of job satisfaction. It is important to understand that the employee can have an attitude towards different aspects of the job. This means that even if the employee has negative feelings according to specific characteristics of their job, they can still have an overall positive attitude towards their job and also the other way around. For the research, this means that it is important to determine the employee's satisfaction with different aspects of their job and not only the general job satisfaction. In this way, more specific advice can be given to the managers on how to raise the job satisfaction of their employees.

1.4 ABC model of attitude

This chapter describes the ABC Model of Attitude. The Model below shows how the attitude of a person can be split into three different aspects. The importance to split up attitudes into three different components was first stated by Steven J. Breckler in 1984.

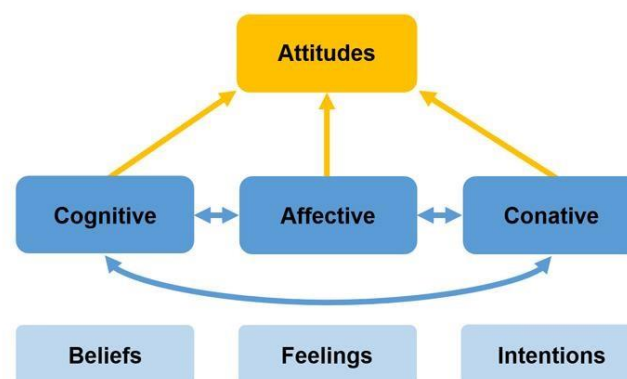


Figure 1: ABC model, (Singh, 2021).

In theory, the attitude that a person shows over an object consists of three different components. Figure 1 above, shows how the connection of all of these three components combined, influences the attitude of a person. The components also influence each other. These components are Cognitive, Affective, and Conative (or behavioral) components, (Arnold et al., 2020, pp. 134–135).

○ **Affective component**

The affective component is expressed in a person's physiological reaction and/or in what a person says about his feelings toward the object of attitudes. An example of this reaction is a rise in the blood pressure of a person when their computer freezes, (Arnold et al., 2020, pp. 134–135). See Figure 1.

○ **Cognitive component**

The cognitive component refers to a person's view of the object of attitude and/or what that person says about what he thinks of that object. An example of a person's view of the object of attitude would be if they think that computers are reliable. The cognitive component, therefore, focuses on the beliefs of a person. This is also shown in figure 1, (Arnold et al., 2020, pp. 134–135).

○ **Behavioral component**

The behavioral component concerns one's observable behavior concerning the object of the attitude and/or what he claims about that behavior an example of behavior could be that a person starts clicking the computer mouse repeatedly out of frustration when the computer freezes. In figure 1 the behavioral component is called the conative component and it deals with the intentions of a person; these intentions can lead to a behavior. The name behavioral component has a more practical approach to it, (Arnold et al., 2020, pp. 134–135). See Figure 1.

In practice, an attitude refers mainly to the cognitive and/or affective component, behavior is usually understood as the result of the attitude, (Arnold et al., 2020, pp. 134–135). For this research, it is important to ask different types of questions to test the affective components as well as the cognitive components of the attitude of work satisfaction among employees.

1.5 Work satisfaction

A lot of different work attitudes exist, an often discussed one is the attitude of work satisfaction. In this chapter, the attitude toward work satisfaction is explained. Understanding work satisfaction is important for finding an answer to the earlier stated problems that occur with employment in the equine industry.

According to the doctor (and philosopher) John Locke, (1976), job satisfaction is a "pleasant or positive emotional state caused by the appraisal of one's work or work experience," (Arnold et al., 2020, p.142).

A simple definition of job satisfaction is that the employee has an overall positive feeling about their job. This positive feeling is a result of the evaluation the employee has about the characteristics of their job. A person with a high level of job satisfaction holds a positive feeling about his or her job, whereas a person with a low level holds negative feelings, (Judge & Robbins, 2013, p. 61).

1.5.1 The aspects of Job satisfaction

Along with Timothy A. Judge and Charles L. Hulin, (1993), psychologists and researchers on Organizational Behavior suggest that three different aspects can be used in the approach to job satisfaction.

1. **The character of a person.** This approach includes that work attitudes like work satisfaction are related to the character of a person.
2. **The model of social information processing.** This approach states that work satisfaction is partly related to the way that coworkers perceive the current work situation. If colleagues indicate that there are satisfied with their work, it can influence someone's satisfaction with their own work, (Salancik & Pfeffer, 1978; O'Reilly & Caldwell 1985).
3. **Characteristic of somebody's work.** This approach states that work satisfaction is directly influenced by the characteristics of somebody's work, (Hackman & Oldham 1976), and by the way that these characteristics fit with what a person wants to get out of his work, (Arnold et al., 2020, p. 143). The last approach will be further explained in the chapter on the job characteristic model.

1.5.2 The cause of Job Satisfaction

In the effort to raise job satisfaction of employees, it is important to understand the different aspects that influence job satisfaction. There is no single answer that can be used when it comes to the question of what causes job satisfaction. The defining factors of job satisfaction are all deducible by the three theoretical approaches that have been described earlier: basic personality; the opinion of others in the work environment; and characteristics of the work.

For most people, overall work satisfaction is determined by the inherent characteristics of the job. These characteristics are often related to the Job Characteristic Model, (Arnold et al., 2020, p. 145).

This section will concentrate on the characteristics of the work itself and the impact these characteristics have on job satisfaction. As it is difficult to research a person's personality or the opinion of others in the work environment, a decision has been made to focus on the characteristics of the work itself. It is also easier for a manager to change specific characteristics of a work field. Researching a person's personality could also be an interesting topic but it wouldn't be helpful for managers trying to make the current employees more satisfied since a manager can't change the personality of their employees.

1.6 Job Characteristic Model

The theory that deals with the effect that the inherent characteristics of a job have on the job satisfaction of the employees, is the Job Characteristic Model. The Job Characteristic Model was developed by J. Richard Hackman and Greg Oldham in 1975. Even though the Job Characteristic Model is an old theory, it is still often used in studies on the job satisfaction of employees in different industries and different countries.

Hackman and Oldham's theory over the Job Characteristic Model claims that five core job dimensions affect certain personal and work-related outcomes, including job satisfaction, (Ali et al., 2014). A conclusion from that theory is that by designing the job in specific ways, the job satisfaction of employees can be increased. The Job Characteristic Model not only influences job satisfaction but also the internal motivation of workers, the quality of work performance, turnover and absenteeism.

The five dimensions that are described in the Job Characteristic Model are:

1. **Variation in Skills**

The variation in skills describes the degree to which the employee is required to do different activities to perform their job. When a job requires different activities so that the employee must use several different skills and talents, the job scores high on this dimension of the Job Characteristic Model, (Judge & Robbins, 2013, p. 142).

2. Task Identity

The dimension of task identity includes the degree to which the work requires the execution of a complete and identifiable piece of work, (Judge & Robbins, 2013, p. 142). This means that the job has a visible outcome, (Hackman & Hackman, 1974).

3. Task Significance

Task significance is the extent to which an employment activity affects the lives or work of others, (Judge & Robbins, 2013, p. 142). This effect can be on the organizational level or affect the environment outside of the organization, (Ali et al., 2014).

4. Autonomy

Autonomy of a job is the extent to which a job provides the employee with freedom, independence, and discrimination in planning the work and deciding the procedures for doing it, (Judge & Robbins, 2013, p. 142).

5. Feedback

Feedback is the level at which the performance of work activities provides direct and clear information about one's performance. This Feedback can come from the outcome of the job itself or it can be provided by the manager and coworkers, (Judge & Robbins, 2013, p. 142).

The Job Characteristics Model

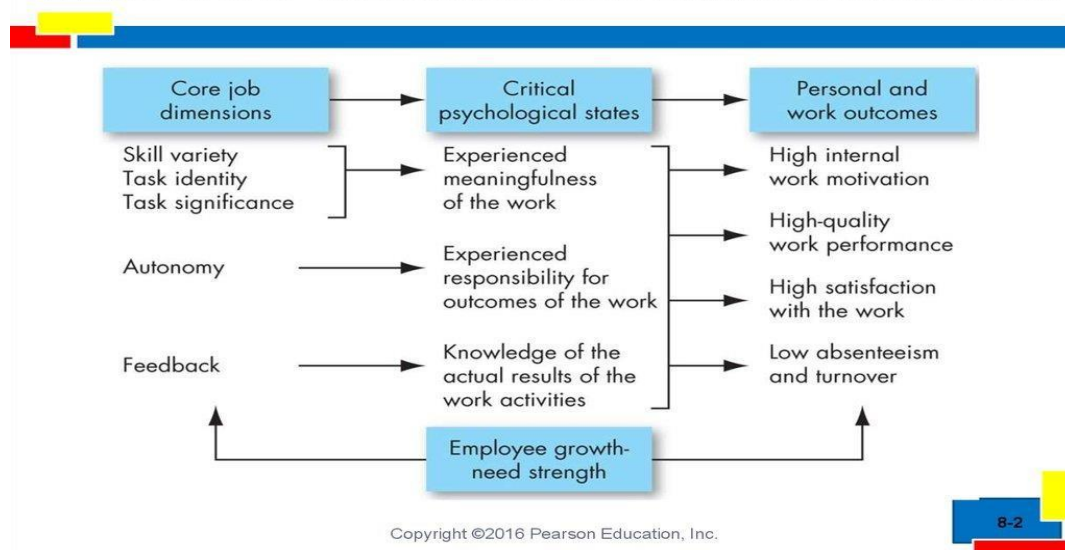


Figure 2: Job Characteristic Model, (Pearson, 2016).

Figure 2 above illustrates the theory of the Job Characteristic Model in a diagram. Starting on the left side of the diagram, it is shown how the core job dimensions - such as skill variety, task identity,

task significance, autonomy, and feedback - will lead to three different critical psychological states, which then lead to personal and work outcomes.

The first three core job dimensions of the JBC - skill variety, task identity, and task significance - are combined to design a meaningful job. The employee will view his work as important, valuable, and worthwhile. The fourth, high autonomy, will give the employee the feeling of being personally responsible for the results of his work. Lastly, feedback will help the employee to gain knowledge of the actual results of the work activities performed. A high job score in these five core job dimensions, increases the chances of the employee experiencing meaningfulness of their work; feeling responsible for the outcomes of their work; and gaining knowledge of the results of the work activities performed.

The second aspect that the diagram illustrates is how the three different critical psychological states will result in personal and work-related outcomes. These outcomes being: high internal work motivation; high- quality work performance; high satisfaction with the work; and low absenteeism and turnover.

Judge and Robbins (2013) state in their book "*Essentials of Organizational Behavior*" that from a motivational standpoint, the Job Characteristic Model proposes that individuals obtain internal rewards when they learn (knowledge of result) that they personally (experience responsibility) have performed well on a task they care about (experienced meaningfulness).

In other words, the stronger these three psychological states are present, the higher the motivation, performance, and satisfaction of employees and the lower their absenteeism and likelihood of leaving the company, (Judge & Robbins, 2013).

The exhibit also shows that the employee's need for growth, works as a moderator to the Job Characteristic Model. Judge and Robbins, (2013), further describe in their book that individuals with a high growth need, are more likely to experience the critical psychological states when their jobs are enriched - and respond to them more positively - than their counterparts with a low growth need.

The Job Characteristic Model is not new to the field of OB but is still often used in studies concerning employee job satisfaction in different industries and countries. In the past several studies have been made on the general validity of the theory of the Job Characteristic Model. Researchers also considered the relation the JBC had with job satisfaction in different work fields. An example here, is the 2014 study "*Hackman and Oldham's Job Characteristics Model to Job Satisfaction*" by Ali et al. This research concentrates on finding out if each of the five dimensions of the Job Characteristic Model had a relation to job satisfaction from a viewpoint of fast-food outlet managers. In the research, the five points Likert- scales were used to measure the statements founded on job characteristics and job satisfaction. Most research on the relation between the Job Characteristic Model and job satisfaction uses this specific method.

No research has been found on the relation between the Job Characteristic Model and the job satisfaction of employees in the primary equine sector (specifically in Flevoland, Netherlands).

Chapter 2: Approach and Methodology (Materials and Methods)

The theoretical framework showed that there has already been research conducted on how to adapt the skills students in equine courses to better fit the expectations of the industry. There has been no research found on how to make the jobs in the industry more fitting for the current employees. The level of employee job satisfaction in the primary equine industry in the Netherlands, has not been previously researched. One identified problem that occurs with staffing in the primary equine industry, is that managers complain about the work ethic of their employees and high turnover rates.

The theoretical framework has also shown that the Job Characteristic Model is a useful theory to use if you want to analyze the job design and the relation to the employee's job satisfaction. The Job Characteristic Model is believed to have a direct impact on not only job satisfaction, but also the internal motivation of workers, the quality of work performance, and the number of turnovers and absenteeism. Therefore, the Job Characteristic Model has been used in this research report as a base to find the success and failure factors of job design in the primary equine industry in the Netherlands (Flevoland), to give advice to managers on how to raise the satisfaction of their employees. Therefore, this report will contribute to solving the staffing problem in the primary horse industry.

2.1 Importance of the research

The results of this research are important for the (future) employees and employers in the primary equine industry in the Netherlands. The employees have the advantage of having a workplace that is more fitting to their psychological needs and that provides them with higher work satisfaction. The employer's benefit from the positive effect that satisfied employees have on their organization, which are low turnover rates, high internal work motivation, and high work performance.

The results of the research also have an advantage for the whole primary equine industry as explained in Chapter 1.2.

The research aimed to close a knowledge gap regarding the satisfaction of the employees in the primary equine industry in Flevoland/Netherlands. To date, there was no advice based on research on the job design that managers of the primary equine industry in the Netherlands could use to raise the satisfaction of their employees. This research aimed to find a solution to this problem.

2.2 The research goal and the research questions

The goal of the study was to identify dimensions of employee satisfaction (success and failure factors) in the primary horse industry in the Netherlands /Flevoland and to deduce recommendations for the improvement of job characteristics. The following research questions have been answered to achieve this goal:

How can the job satisfaction among workers in the primary Dutch equine industry be increased by using the five dimensions of the Job Characteristic Model?

The sub-questions that have been used to achieve the goal of the research are:

- 1. What perceptions do future employees of the primary equine industry have regarding the critical psychological states of the Job Characteristic Model?**

This question aimed to measure specific characteristics of the work in the primary equine industry, and which of those future employees found it important to experience the three critical psychological states of the Job Characteristic Model. The answer to the question has been used to identify characteristics that are more specific to working in the primary equine industry, and that were not included in the Job Characteristic Model.

2. How satisfied are the employees in the primary equine industry in Flevoland with their current job situation?

This question was important to answer to get a general idea of how satisfied the target group was with their current work situation. The question measured the Affective component of the general satisfaction of the target group. The answers to the other sub-questions could later be compared with the general job satisfaction of the employees.

3. How do employees of the primary equine industry in Flevoland rate their Job on each of the dimensions of the (industry-specific) Job Characteristic Model?

This question aimed to give an overview of how much the current work situation scored on each of the five dimensions of the Job Characteristic Model and the added industry-specific characteristics conducted from sub-question 1. It was important to answer this question to find out which dimension needed to be improved.

4. How satisfied are the employees of the primary equine industry in Flevoland with each dimension of the (industry-specific) Job Characteristic Model?

The goal of this question was to find out how satisfied the employees of the primary equine industry were with each of the dimensions rated in sub-question 3. The question did answer whether the employees wished to have more or less of each of these dimensions. It was important to answer this question to be able to give clear advice to the managers about the intensity which they should change these dimensions.

5. Do the employees of the primary equine industry confirm or disprove the presumptions deduced from the qualitative research?

This research question aimed to find out whether the presumptions that got deduced out of the qualitative research as it will be explained in chapter 2.3 are also correct to the employees currently working in the primary equine industry in Flevoland. It was important first to test the correctness of these presumption in a quantitative way before applying them to the advice given to the managers.

2.3 Method

In this research, a combination of quantitative and qualitative explorative research has been done to answer the sub-questions. The answers to each of the single sub-questions has been important to answer the main research question in the end. The sub question 1 got answered by the qualitative research and the sub question 2,3,4 and 5 got answered by the quantitative research.

2.3.1 Explorative Interviews (qualitative research)

The first step of the research has been qualitative research in form of explorative interviews held with future employees of the primary equine industry. The goal of these explorative interviews was to find out specific characteristics of the work in the primary equine industry that made the participants feel the three critical psychological states described in the Job Characteristic Model.

The results of the explorative interviews have been used as more industry specific dimensions that have been tested in the survey of the quantitative research. The method of the quantitative research is explained in chapter 2.3.1 of this research. Perceptions that the future generation of employees had about the three psychological states of the Job Characteristic model also led to presumption about industry specific characteristics and opinions. These Presumption have been approved or disapproved in the quantitative research to answer Sub question 5

For fulfilling the qualitative research, it has also been considered to hold focus group discussions. In the end, it was decided that explorative interviews are easier to complete in the time of the research project.

Target group

The target group of the explorative Interviews were future employees of the primary equine industry. For that reason, it got chosen to interview MBO equestrian students. MBO equestrian courses prepare the pupils for work in the primary equine industry. A criteria for choosing the participants was that they already worked in the primary equine sector in the form of an internship (min 3 month in total better BBL students) they had to do for the MBO course and being enrolled to an equestrian MBO course at the time of this research. To reach the goal of this research, it was important to include the future employees of the primary equine industry in the Netherlands. By considering the opinion of the future employees the result of the research will also be useful once these people start working in the industry.

Structure

The explorative interviews were semi-structured. In the interviews, the participants were asked questions that encouraged them to share their perceptions of working in the industry. These questions were based on the three psychological states of the Job Characteristic Model. The questions used during the interviews are attached in the appendix 2. The explorative interviews have first been hold and the results have been evaluated before the questionnaire of the quantitative research has been published. This is because the results conducted from the explorative interviews had to be tested in the survey, to make sure they were also fitting to the current employees of the primary equine industry. The precise way of data collection of the qualitative research is described in chapter 3.1. of this report

Validity and Data processing

To make sure the explorative interviews were valid, and to ensure the questions were understood by the target audience, the questions included in the questionnaire were first read and approved by external persons with knowledge of the equine industry. When picking the participants of the interview it was made sure that the participants had already fulfilled an internship in a company of the primary equine industry (min 3month). The interviews were held in Dutch to reduce language barriers and to made it easier for the MBO students to talk about their feelings, experience, and opinions.

The Interviews were recorded via a mobile phone and have later been written down in a transcript. The transcripts can be found in the appendix. The participants had been informed that their answers will be used anonym before the interviews started.

2.3.2 Questionnaire (quantitative research)

The quantitative survey has been done via a questionnaire that was answered by people that were currently working in primary equine businesses in the Netherlands. The goal of the quantitative

survey was to find the answers to the sub-questions 2-5. The precise way the data has been collected from this survey is being described in chapter 4.1 of this report.

Target group

The target group of the survey were people that were at that moment working in businesses in the primary equine industry in Flevoland. These Businesses could have range from breeding stables, sales yards, training yards, or schooling stables. The employees could have working positions like a trainer, riders, stable managers, grooms, or facility managers. Therefore, the criteria were that the participants of the survey were currently employed in the primary equine industry in Flevoland.

Structure

The survey did contain questions regarding the general work satisfaction of the target group, the five dimensions of the Job Characteristic Model, and the industry specific dimensions and presumptions conducted from the qualitative research. The questions that the quantitative survey aimed to answer were the sub-questions 2-5. In the following, the structure of each question type that did answer one of the sub-questions has been described.

2. How satisfied are the employees in the primary equine industry in Flevoland with their current job situation?

This question has been answered by question number 6,7, and 8 of the survey. The question has been designed with a five-scale answer possibility on a Likert- scale. The participants of the survey did rate their general satisfaction with their work situation on a scale from 1 strongly disagree at all to 5 strongly agree.

To measure the affective component of job satisfaction, shorter measures with more general questions are being used. The example for these questions was the Measuring Method established by Thompson and Phua (2012). On base of this method the following three following questions were included in the survey:

1. *I find real joy in my work*
2. *On most days I am enthusiastic about my work*
3. *I feel reasonably satisfied with my work*

The correspondents then rated these statements with the help of response categories:

- 1 = *strongly disagree*
- 2 = *disagree*
- 3 = *neutral*
- 4 = *agree*
- 5 = *strongly agree*

3. How do employees of the primary equine industry in Flevoland rate their job on each of the dimensions of the (industry specific) Job Characteristic Model?

This sub-question was answered using question 9, 12, 15, 17, 21, 23, 25, 29, 31, 34, 41, 43, 45 of the survey. The target group had to rate their job on each of the five dimensions of the Job Characteristic Model and the specific dimensions conducted by the qualitative research. The design of these questions was based on Hackman, J. Richard; Oldham, Greg R. report titled "*The Job Diagnostic Survey: An Instrument for the Diagnosis of Jobs and the Evaluation of Job Redesign Projects*". The questions were designed in a way that the participants had to rate the amount of each dimension

in their Job on a scale from 1-5. The answer category 1 was always very little of that dimension, 3 was a moderate amount and 5 was very much of that dimension.

An example of this question type is:

How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?

(1) very little; the job gives me almost no personal "say" about how and when the work is done.

(2)

(3) Moderate autonomy; many things are standardized, and not under my control, but I can make some decisions about the work.

(4)

(5) Very much; the job gives me almost complete responsibility for deciding how and when the work is done.

4. How satisfied are the employees of the primary equine industry in Flevoland with each dimension of the (industry specific) Job Characteristic Model?

This question has been answered by the survey question number 10, 13, 16, 18, 22, 24, 26, 30, 32, 35, 42, 44, and 46. The Survey did contain questions about each of the five dimensions of the Job characteristic model and the specific dimensions conducted from the qualitative research. The research group did rate their satisfaction with each of the dimensions on a five-point scale to find out with which one of the dimensions the research group was the most satisfied and with which the least. The scale always had the answer possibility's 1= to much I want less, 2, 3= satisfied with the amount, 4, 5= not enough I want more

Since it can be challenging for people to rate how satisfied they are, the question did in that way ask them if they wished their job would offer them more of each of the core characteristics or if they wished their job would offer them less. The results of this question did get used to give clearer advise to the managers about how to change each dimension.

5. Do the employees of the primary equine industry confirm or disprove the presumptions deduced from the qualitative research?

This question was answered by survey question number 11, 14, 19, 20, 27, 28, 33, 36, 37, 38, 39, 40, 47, 48, 49, and 50. The way the presumptions were tested was in form of statements that the participants had to rate on the same answer scale used for sub question 2. In this way it got tested whether the employees did agree or disagree with the statements related to the presumptions.

Validity and Data processing

To make sure the questions in the survey were valid, a test pre-test of the questionnaire has been done to make sure the questions are clear and understandable and suitable. The questions in the questionnaire were on the theoretical framework to ensure they measure the aspects they are meant to measure. This has been explained above. There were now of this research 30 primary equine businesses in the Netherlands/ Flevoland that could be found online. The Hippische Monitor stated that each primary equine business has approximately 2,7 employees. Therefore, they are approximately 81 people working in the primary equine business in Flevoland, (HAS Hogeschool, 2016, p. 10). With an error quotient of 5% and a confidence level of 90%, at least 63 employees should have completed the survey.

The questionnaire was created on the website [surveymonkey.com](https://www.surveymonkey.com). The target group of the research was connected on different ways. These ways were contacting the businesses in Flevoland via mail or WhatsApp, publishing the survey in social media groups that are directed to the target group. The precise approach of analyzing the data is being explained in chapter 4.1. For the analyzing of the results the program SurveyMonkey has been used.

Chapter 3: Qualitative Research: Results, Discussion, Conclusion

This chapter describes, discusses, and evaluates the results of the explorative interviews. This leads to the answer to sub question 1 as well as to insights that were influencing the quantitative research.

3.1 Data Collection

A total of five MBO students were interviewed to answer this sub-question, all of which currently follow an MBO equestrian course on levels 2-3. All participants of the interview were female.

The evaluation of the results was based on the theory of the Job Characteristic Model described in the previous chapter 1.6. With the help of this research, the success and failure factors of the job design in the primary equine industry were determined. These success and failure factors (explained in 3.4.1), helped lead to the advice that is given to the managers in the Dutch primary equine industry (see chapter 4.5).

The results of the interviews have been processed via deductive and inductive category making. The first step was to paraphrase each of the answers of the participants. As a second step, the answers were put into a table for each of the 13 questions. Answers with similar responses were then organized together into groups. The given results to each of the three psychological states were then related to the five dimensions of the Job Characteristic Model.

3.2 Results: Perception regarding the psychological states

This section describes the results that have been conducted from the explorative interviews. The results were categorized into the three psychological states of the Job Characteristic Model. Quotes from the interviews have been translated to English. Each of the participants of the qualitative research got their identification code (P1, P2, P3, P4 and P5) to keep the answers anonymous. The transcripts of the interviews can be found in the annex.

Perception of Experienced Meaningfulness

To gather information about the psychological state of meaningfulness, the participants were asked to reflect dimensions of meaningfulness in their job. The participants were first asked what meaningfulness of a job entails for them, and afterwards to reflect the tasks they performed during their internships; and additionally, to tell which of these tasks felt meaningful to them.

The impact the work has on the horses

The wellbeing of horses is especially important for the students to feel meaningfulness in their work. Considering the fact that all MBO students answered the questions about which tasks make them feel important with tasks related to horses, it seems that working with horses is vital for MBO students.

The well-being of the horses

The well-being of the horses plays a vital role. Participants P1, P2, P3, and P5 said that taking care of the well-being of the horses is the meaning of their job. An example of this is the response of P1, who said: "The meaningfulness of my work is actually that the horses are doing well. That their well-being is good, and that the horses have a high-quality of life in our stables. That is the meaning that I see in our work".

Helping other people

Meaningfulness can also be experienced in others, and more specific to the work environment, in colleagues and clients. "**Helping their colleagues**" was mentioned by the participants P1, P3, and

P4. These participants explained that doing work tasks that enables their colleagues to do a better job, makes them feel helpful; And that by being helpful, they experience meaning and significance. An example of this is "Then I think it makes sense that those people who ride the horses just have to put in less time because I clean the horses and put the saddle on them. Because those people just have to ride and then sell the horses and I am just taking care of the horses, so I take a lot of time for this," said by P3. P3 sees helping colleagues as a way to manage time more effectively; Since a lot of time needs to be allocated to other responsibilities, such as training the horses.

Helping to raise the satisfaction of clients in relation with feeling meaningfulness was mentioned by participants P1, P3 and P4. Participant P1 mentioned that she sees the thankfulness of the clients when she takes care of their horses. Participant P3 did see a connection between the **impact** her work has **on the clients** and furthermore the impact on **the company** she works at. She said: "We are a sales and training stable for young horses, so I have to make sure that the horses look good and that when the customers come by, I clean the barn because that gives a better image for the customer." It shows that P3 notices a connection between work and the effect it has on the clients, a factor that can directly influence the company's success; this leads to the next dimension that influences the feeling of meaningfulness. Participant P3 also described feeling happy if horses she worked with got sold. P3 is the only participant that described a connection between her feeling meaningful and the success of the company.

Another aspect related to experiencing meaningfulness was pointed out by P4. She explained that to feel meaningful she expects to have a **job that adapts to her level** and that she also wants to be challenged by her work.

The next research goal was to gain insight into the presence of task identity in the primary equine industry. Participants were asked to name the tasks in their job where they can see a direct result. Afterwards the students were asked to describe their feelings after completing these tasks. The results of these questions showed that the students see a **direct result in almost all practical** work tasks, including lunging, mucking out, brushing the horses, and doing first aid. P5 put this into words by saying "They are all practical work tasks, so you see an immediate result". All participants experience a **positive feeling** from finishing these tasks.

Then the students got asked to describe tasks they don't see an immediate result on and how that makes them feel. Participants P1, P2, P3, and P4 described that with some tasks like sweeping, and mucking out, they do see an immediate result after finishing the task because the stable is clean, but the result isn't infinite since the stable will get soiled again. The participants P1, P2, P3, and P4 described that doing these tasks lead to them having a negative feeling, **like frustration** and feelings of uselessness.

Teamwork

P4 mentioned the negative effect of not working together: "When you are mucking out 10 stalls on your own, which would be done much quicker in a group, it doesn't quite make sense." This means that teamwork may have an effect on the satisfaction and the feeling of meaningfulness of the students. P1 also pointed out that she thinks teamwork is important but that good communication between the team is crucial.

Perception of Experienced Responsibility

To get an insight into the ways that the students experience responsibility for their work the students got asked to explain what task they feel the most responsible for. The results of the interview

showed that all participants feel the most responsible for the well-being of the horses. Participants P2 and P4 named feeling responsible for the assigned task and finishing the assigned task on time.

Concerning the dimension of autonomy which in theory leads to experiencing responsibility; None of the participants mentioned that they have freedom and independence in planning their work and did not mention that they wished for more responsibility or freedom.

A clear work schedule

The interview results also show that the students perceive that a clear work schedule would positively affect their work experience. The students' statements also indicate that a clear work schedule might not be sufficiently present in the work design.

Participants P5 and P3 stated that they wish for a clearer schedule of the work tasks. P5 also wishes for better agreements on which task she must do. P3 said that they have no clear schedule at the barn she works at. For P3 that schedule would include the planning of activities for each horse per week. P3 would prefer if she knew exactly when to do something. P5 especially wishes better agreements on what tasks she needs to do.

Perception of Knowledge about the work performance

To get more information about the way that the students gain knowledge about the actual result of their work, the students were asked to share their experience about receiving feedback during their work. The results of the interviews showed that the feedback in the primary horse industry is usually given during the job itself – something of which the participants did not experienced as negative. This was mentioned by the participants P1, P2, P3, and P5.

Feedback was mostly given by the boss or by other colleagues, this was mentioned by all participants. Furthermore, the interview revealed that no agreement exists between the participants and their supervisors about when and how often feedback is given. The results of the interview gave information's about the frequencies of positive and negative feedback. Getting negative feedback appears to be more common than getting positive feedback. This was mentioned by participants P2, P3, P4, and P5. P4 said that she comprehended no feedback as positive feedback and that she believes receiving positive feedback **would help in gaining knowledge about her work performance**. The way of receiving feedback that was mentioned by P4 was similar to the experience described by P2: "I don't get much feedback. Only negative, if something wasn't done right then I'll hear about it but otherwise, I don't get any feedback." P1 is the only participant that talked about positive feedback. She also said that if she comes up with points of improvement, it was appreciated by her boss.

Furthermore, P4 explained another problem with enhancing knowledge about quality and outcomes of work performance. She explained that she sometimes was not able to assess the results and quality of her work because of a lack of feedback and if she received feedback, she did not experience it as helpful. When asked about recommendations concerning feedback, P2 said that she wishes for more explanations and learning possibilities.

Skills development

The interview results show that students also want to develop new abilities to have a better work experience.

The participants were asked to name the tasks they currently do during their internships and the tasks they wish to do later during their jobs. All participants said designated functions they want to

do later that they are not doing now. Therefore, they first need to develop new skills to do the new tasks. P4 also stated that she wished to get feedbacks that enables her to learn and do better.

3.3 Discussion of the Explorative Interview

In this chapter, the methods used in the qualitative research will be discussed. Thereafter, the results previously described will be discussed in relation to the theory of the Job Characteristic Model (Chapter 1.6).

3.3.1 Discussion of the Method

When discussing the method that has been used to obtain this information, it is important to take into consideration that the interviews were held with students and not people that are currently employed in the primary equine industry. It was made sure that all participants already had work experience in form of internships done at businesses in the industry. Nevertheless, it can be conceived that the work experience of students is different from the work experience of full employees. An internship is always a learning experience and not entirely work experience. Also, the students were not fully educated yet, and therefore might have perceived some aspects of their work differently than full employees. The work task that the participants were carrying out during their internship could have also differed from the work tasks that they will later be doing on the actual job.

Another point to be taken into consideration when applying the results of the interviews, is that the participants were MBO equestrian students on levels 2 and 3. Level 1 and level 4 students were not interviewed. When looking at the study description of the study programs at Aeres MBO Barneveld; it can be said that level 4 students get more insight into the business side, (Aeres MBO Barneveld, 2020). Consequently, it is important that the results of the interview are tested in quantitative research, before giving final advice to the managers.

3.3.2 Discussion of the Perceptions in Relation to the Job Characteristic Model

The results of the explorative Interview showed correspondence to the theory of the Job Characteristic Model.

The participants described how they are feeling meaningfulness of their job when they are doing tasks that have an impact on the wellbeing of the horses as well as an impact on their colleagues and on clients. This matched with the theory about the dimension task significance. In theory, a task's significance is important for feeling the critical psychological state of experienced meaningfulness of the job. Task Significance is the degree to which a job has an impact on people or the organization. The results of the interviews showed that the most important significance for the MBO students is the wellbeing of horses, instead of people or the organization – which may be seen as unique to the primary equine industry. The impact the work has on people, in the form of positive impact on the work of their colleagues and on the clients of the company, is for them of secondary importance. The positive impact their work has on the company is the least important.

Another correspondence to the theory, is that the participants mentioned the dimensions of task variety and task identity to feel that their job is meaningful, which is also described in the Theory of the Job Characteristic Model.

It can be observed that in the dimension of task variety, it is not only important to use different skills but also that the skills needed for the task are fitting to the level of capabilities. Concerning the dimensions of task identity, the participants described how they can see a results in all the practical

work tasks they do. It also showed that tasks that need to be done repeatedly can lead to frustration, regardless of if the tasks scored high on the dimension of task identity.

The results have shown that the participants also connect teamwork with feeling meaningful which is a dimension that is not included in the Job Characteristic Model.

The characteristic named in relation to the psychological state of experienced responsibility are contradictory to the theory. In theory, employees feel responsible when they have a high level of autonomy. The results of the interview showed that the participants feel the most responsibility for the tasks they directly got asked to do and that they rather have a clearer schedule instead of autonomy. In the interview, the participants did not describe how autonomy made them experience responsibility. This lends to the idea that a clear schedule might be needed as a basis before more autonomy can be given to the employees.

The results of the interviews showed that receiving the right feedback from colleagues and supervisors is important for the participants to embrace knowledge about their level of work performance. No feedback leads to confusion, which applies to the theory. The interviews showed that it is not only important to receive feedback but to also receive positive and useful feedback that enables employees to improve their work performance. The theory does not differentiate between positive, negative, and useful feedback.

None of the participants said that they gain feedback from the job outcome itself. This is important to mention because the dimension of feedback also includes feedback that comes from the Job outcome itself.

The wish for learning new skills on the Job is a dimensions that is not included in the Job Characteristic Model but may also have an effect on the work experience of employees.

3.4 Conclusion

In this chapter describes the conclusion based on the results of the explorative interviews. The sub question that needs to be answered by this research is the sub question 1:

What perceptions do future employees of the primary equine industry have regarding the critical psychological states of the Job Characteristic Model?

The goal of this research was to find out which specific characteristics and dimensions of the job design in the primary equine industry, are important to feel the three psychological states. These characteristics and dimensions were originally not included in the Job Characteristics Model and can be used to make the model more fitting to the industry, (see chapter 3.4.2). These characteristics and dimensions have been derived from the perceptions of the MBO Students.

To formulate conclusions, the perceptions of the future employees (as explained in chapter 3.2) are being organized into success and failure factors of the job design.

The indicators of the success and failure factors lead to the development of industry-specific dimensions and sub characteristics. These dimensions and sub characteristics were added to the Job Characteristic Model to make it more fitting to the equine industry in Flevoland. This is explained further in chapter 3.4.2. The indicators that lead to the success and fail factors, have been revised in the quantitative research. After the indicators are confirmed, the success and failure factors can be used as a basis for the advice that will be given to the managers of businesses in the primary equine industry, (see chapter 4.5.).

Furthermore, the analysis of the result lends to the presumption about other aspects that are important for employees to feel the three psychological states. The presumptions need to be tested by the quantitative research to give a clearer advice to the managers. The presumptions are explained in chapter 3.4.3.

3.4.1 Success and Failure factors of the Job Design

The success and failure factors have been categorized into the three psychological states.

Experienced Meaningfulness

As described by the interview participants, a success factor of the job design in the primary equine industry is that the work with horses gives the job holders a feeling of meaningfulness. The job holders in the equine industry work directly with horses and see meaningfulness in taking care of these horses and keeping their well-being up high. This is a positive point of the Job design in the primary equine industry because the employees gain a high level of feeling meaningful by just working with horses. The fact that the employees are working with horses and are playing a significant role in keeping the well-being of the horses high gives the employees internal motivation and work satisfaction.

A Factor of the job design that needs to be improved on the dimension of task significance is that the job holders see a strong connection of meaningfulness and task significance with the well-being of the horses, but not in every case was that connected to helping the company succeed. The question is if employees in the primary equine industry fail to see the bigger picture and their work's impact on the company. During the interview, participants had no problem recognizing the outcome of their work task; For example, for the result of clean stables, they failed to see the effects these results have on the company's success. The lack of seeing the impact on the company's success is a negative point that needs improving since it is vital that the employees feel like their work is essential to the horses and the company they work at to feel more meaningful. This insight may be critical for the managers because if the job holders do not understand the significance of their work for the company's success, the employees may feel like their job is not meaningful to the company. If the employees knew that their job is also essential to the company's success, they might be more motivated and satisfied overall. That idea is based on the theory of the Job Characteristic Model, where a high feeling of meaningfulness leads to high internal motivation and satisfaction.

On the dimension of Task Identity, a **Success Factor of the Job Design** concluded from the interviews is that most of the tasks that job holders do in the primary equine industry are practical. That means that the resulting outcome can be seen directly.

A failure factor of the Job Design in the equine industry on the dimension of task identity and task variety is that the interview showed that the work tasks that need to be done repeatedly, such as sweeping, give the employees a feeling of frustration and uselessness. Therefore, repetitive tasks are a characteristic of the dimensions of tasks identity and task variety of the job Design in the primary equine industry that needs to be considered for improvement. For managers, it is not recommended to let employees do many tasks that frustrate them since it has been observed that this negatively influences the motivation and satisfaction of these workers.

The perception of the MBO students showed that **teamwork** is an essential point for (potential) employees when it comes to working effectively and feeling useful. The interview indicated that the participants felt less frustration when they could do the tasks described above in teams or split them up between more people. Further advice that could be useful to the managers is to let the employees do these frustrating, repetitive tasks in teams; Consequently, the task variety is increased.

The last factor that might need to be improved for experiencing meaningfulness is the skills used by the primary equine industry employees. The interview showed that the level of skills that need to be

used by the employees to do their job could influence the experienced meaningfulness. The interviews have not shown a clear result on how many skills the employees must use and how satisfied the participants are with this number; This is a point for further research. For the primary equine industry managers, making the employees feel like their skills are appreciated and helpful might be essential. It may also benefit employers if their employees are given a chance to develop new skills.

Experienced Responsibility

The perception of the MBO Students gave no clear insight into if the dimensions of autonomy in the job design, specific to the primary equine industry, is a success or failure factor. The interview results concerning autonomy seem contradictory to the Job Characteristic Model. It appears that the participants wish for less independence and want to have a more precise schedule of the task they must do. Furthermore, the results show that the MBO students felt responsible for doing the tasks given to them on time but not for the actual outcomes of their work. This leads to the interpretation that the employees first need a clear idea of their responsibilities before they want autonomy. That idea can also be linked to the notion that the participants of the interviews fail to see the bigger picture about the company and how their work contributes to the success of the company. It could also mean that the students already experience autonomy by deciding when to do a specific task and not by choosing which tasks to do.

For the advice given to the manager, it is crucial to figure out if employees in the primary equine industry also struggle with clarity of their work schedules. In theory, managers should make sure their employees feel responsible for the outcomes of their work to keep them motivated and satisfied. Giving them more autonomy can achieve that feeling by giving them more autonomy.

Knowledge about the work performance

A factor of the job design in the primary equine industry that needs to be improved is the way that feedback is given. The perception of the MBO students disclosed that due to no positive feedback, it is hard for the employees to gain knowledge about the quality of the work performed. Moreover, the results showed that the interview participants don't always perceive the feedback they get as helpful or valuable. This is also a point that would need to be changed if the quantitative research proves it.

The way that feedback is given is a characteristic that can be changed directly by the managers of the companies in the primary equine industry. It might be necessary that managers make sure that the employees get feedback regularly. This feedback needs to be positive as well as constructive. In this way, the employee can gain knowledge about the level of work performance and know what they can do better. If the employees do not have a clear idea about how good their work performance is, it will have a negative effect on work satisfaction. Managers might also consider allowing employees to express ideas, wishes, and feedback

3.4.2 Job Characteristic model for the primary equine industry

The indicators of the success and failure factors, lead to industry specific dimensions and sub characteristics. These dimensions and sub characteristics were added to the Job Characteristic Model to make it more fitting to the equine industry, (see figure). This will be explained in chapter 3.5.1.

The indicators that lead to the success and failure factors will be revised in the quantitative research. After the indicators are confirmed, the success and failure factors can be used as a basis for the advice that will be given to the managers of businesses in the primary equine industry at the end of this report in the chapter 4.6.

Based on the conclusion, industry specific dimension and characteristics have been added to the Job Characteristic Model as illustrated in figure 3 below. These industry specific dimensions seem to also have an impact on the way that employees in this industry feel the three psychological states.

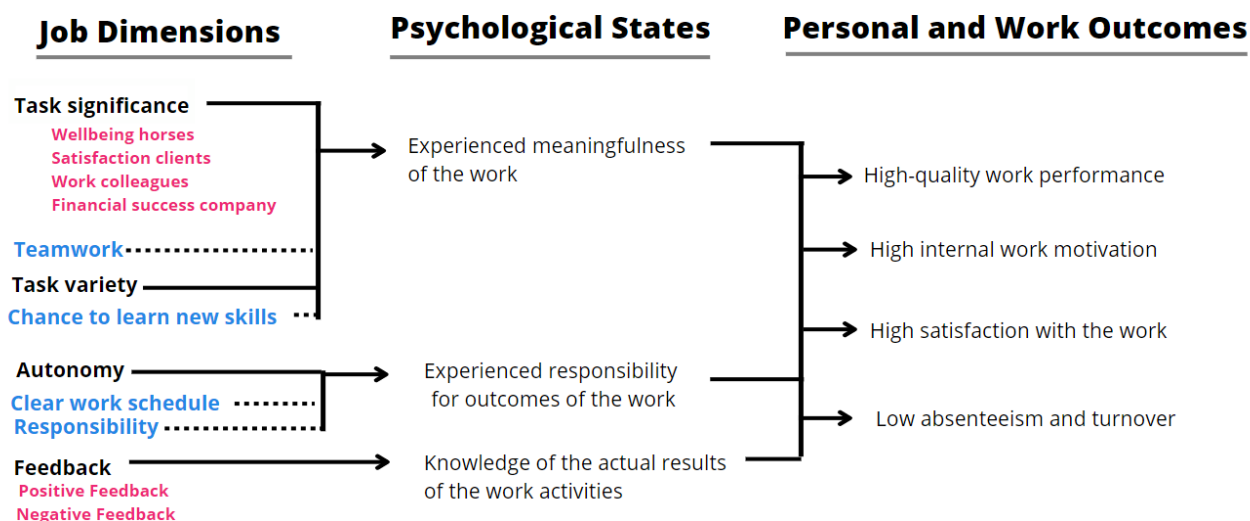


Figure 3: Job Characteristics Model Primary Equine Industry
(own illustration adapted from Job Characteristic Model, (Pearson, 2016)).

Figure 3 is an extension of the Job Characteristics Model described in chapter 1.6, to meet the specific needs of the primary equine industry. The job dimensions indicated in blue, are the industry specific job dimensions that got added to the model based on the results of the qualitative research. The pink dimensions are the sub characteristics which got added to that the original job dimensions based on the qualitative research.

3.4.3 Presumptions

To give clear and correct advice to the managers of the primary equine industry, the below presumptions need to be tested by the quantitative research.

The first presumption is that the employees of the primary industry fail to see the impact their work has on the financial success of the company; This may be because they lack knowledge about the way that the company earns profit and fail to see when the company is financially successful – It is however recommended to further examine to what extent the employees possess this knowledge. Similarly, it also needs to be tested if the employees feel responsible for the financial success of the company, and for the satisfaction of the clients. Based on the responses of the participants, the presumption is that the employees feel more responsible for the wellbeing of the horses and less for the financial success of the company or the satisfaction of the clients.

Another presumption made based on the results of the explorative interviews, is that the employees get frustrated by doing the same tasks repeatedly.

About the new dimension of teamwork, two presumptions need to be tested. The first presumption is that the employees feel like teamwork is important for working effectively. The second presumption that needs to be tested is whether the employees feel like they are a team with their colleagues and if this has a positive effect on the employee's satisfaction.

To give clear advice about the way that managers need to manage the skills their employees have, it is important to find out if the employees feel like the task they are doing fits to their level of skills.

It also needs to be tested if the fit that the work tasks have with the level of skills of the employees, has a correlation to their work satisfaction.

The presumptions related to Feedback are that the employees do not experience all the feedback they are getting from their supervisors and colleagues as helpful. It also needs to be verified if the employees feel like they can give feedback to their managers, and if this feedback and input are valued in relation to their job satisfaction. Another point that needs to be tested by the quantitative research, is if the employees see immediate outcomes as a form of feedback, and if that is sufficient to tell if they are doing their work well.

Chapter 4: Quantitative research: Result, Discussion, Conclusion

This chapter will describe and discuss and conclude the quantitative research results. Based on the conclusion, advice will be given to the managers of the primary equine industry on how they can raise the satisfaction of their employees. The quantitative research results are used to answer sub-questions 2,3,4, and 5.

4.1 Data Collection

The results of the quantitative research, which were collected through a questionnaire directed at the target group of employees in the primary equine industry in Flevoland.

After a publishing time of ten-day, 65 people filled the survey in. All 65 people answered all questions. (except for the last question, but the results of this question are not included in this thesis) To ensure that the participants, who filled the survey in were representative of the target group the survey included questions to collect demographic data about the participants.

The positions these employees had were Riders, Grooms, Stable managers, Trainers, and Facility, Managers. The participants of the interview were able to choose more than one of these positions.

Thirty-one participants indicated that they are working as grooms, 19 participants work as riders, 16 as stable managers, and 14 as trainers. Only three participants work as facility managers. Twelve participants have a work position not given as an answer option in the survey. These functions were stable workers, general workers, and instructors. All participants of the survey were currently working at a primary equine business. The employees work at sports and training stables (36), boarding stables (36) and trading stables (32), riding schools (15), and breeding studs (13). The participants could choose more than one of these options because businesses in the primary equine industry have more than one core activity that leads to the income stream.

Furthermore, the participants were asked about their educational background. Most of the participants (81,54%) followed an equestrian study. The main part of the participants had as highest education level MBO studies on level 4 (49%) and level 3 (32%).

The main parts of the participants were in the age group between 18- 26 (69%). The rest of the participants were in the age group of 21-41 (29%). Only one participant was under 18 years old.

The demographic shows that the survey participants work in different types of businesses in the primary equine industry and have different work positions. These differences ensure that the results can be referred to all these working groups. Furthermore, the demographic data shows the participants come from different age groups, only the age group over 41 is not represented, and only one participant is under 18. Thus, the results apply to employees aged 18-41, but the most to employees aged between 18-26. The demographic data show that most participants have equine education degrees at MBO level 4. To verify that the high percentage of graduated MBO 4 students is representable for the target group, research results published by the Aeres MBO Barneveld have been used as a comparison. The results of the research show that 74% of the students, who followed an equestrian MBO course level 4 and started working, work in the equestrian sector. (*Paarden opleidingen in Barneveld*, 2020)

4.2 Results

In this chapter, the results of the quantitative research will be presented for each of the sub-questions 2, 3 and 4. Before describing the results the way of data collection is described for each sub question.

4.2.1 General Employee Satisfaction Primary Equine Industry (Flevoland)

To answer the sub question “How satisfied are the employees in the primary equine industry in Flevoland with their current job situation ? “the survey was used to collect data regarding the general satisfaction of the employees in the primary equine industry (Flevoland).

The survey participants had to indicate whether they agreed or disagreed with the statement “I feel satisfied with my work.” All 65 participants answered this question. The diagram (figure 4) illustrates the answer percentage of each answer option.

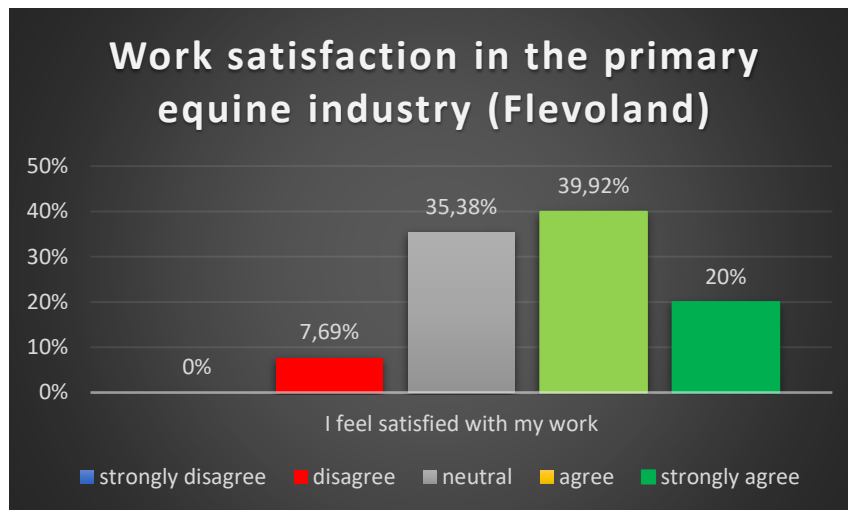


Figure 4 Diagram: Work satisfaction (n=65)

The trend that the diagram shows is that a only small majority of the employees feel satisfied with their work. The data shows that 20% of the participants strongly agree with the statement “I feel satisfied with my work.” When adding the percentage of participants who strongly agree to the rate of participants that agree with the statement (39%), it shows that more than half of the employees feel satisfied with their work. The results showed that 35,38% of the employees do not have an evident attitude towards their work and chose the neutral answer. The smallest percentage of the participants (7,69%) disagreed with this statement, and none of the participants strongly disagreed with this statement.

To sum up, the general trend in the primary equine industry is that the employees are more satisfied than dissatisfied with their job. The results also show that the number of employees who don’t have an evident attitude towards their job is higher than the number of employees who have a negative attitude towards their job.

4.2.2 Score of the Job Characteristic Dimensions in the Primary Equine Industry (Flevoland)

The sub-question “How do employees of the primary equine industry in Flevoland rate their job on each of the five dimensions of the JCM?” aimed to find which dimensions are the least common and most common in the job design of the primary equine industry in Flevoland. The tested dimensions are conducted from the industry-adapted Job Characteristic Model (Figure 3). To collect valuable results, employees of the primary equine industry evaluated the amount of each of these dimensions on a scale from 1-5. On this scale, 1 stood for very little and 5 for very much. The number 3 stood for moderately common and is the center of the scale. The answer options to these questions have internal consistency and are comparable.

The Data of the results are illustrated in figure 5. The diagram shows the deviation that the weighted average each dimension had to the center of the scale. By showing the variation of the scores, the

vital results are more visible. Positive numbers indicate that the dimension scored high in the job design and negative numbers indicate that the dimension scored low in the job design.

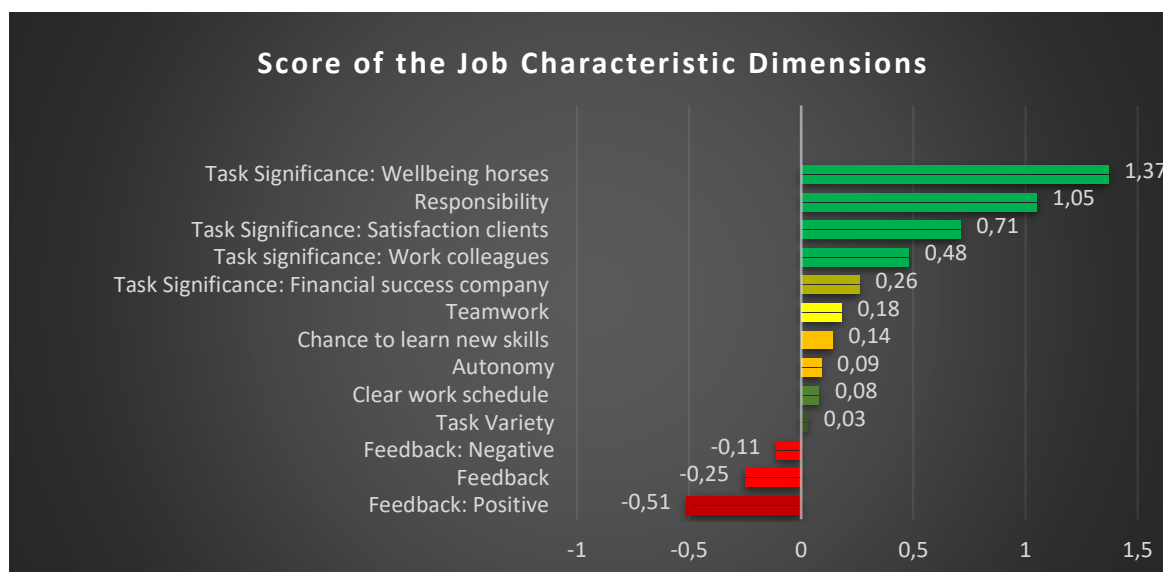


Figure 5 Diagram: Score of the Job Characteristic Dimensions in the Primary Equine Industry (Flevoland) (n=65)

The label 0 on the vertical axis of the diagrams equals answer option 3, label 1 equals the answer option 4, and label -1 is equals answer option 2.

The diagram shows the ranking of the 13 dimensions with having the highest scoring dimension and the top and the lowest scoring dimension at the bottom. The chart reveals that the weighted average of almost all tested measurements is more than moderate. This indicates the participants tended to rate the quantity of a dimension more often as over moderate than under moderate on almost all dimensions. Only on the dimensions related to the feedback the diagram shows that the participants tended to rate the amount as less than moderate.

The dimensions related to “feedback” score the lowest of all dimensions and are the only ones rated with a negative score. The negative score of these dimensions conveys that the employees feel like they get less than a moderate amount of feedback on their job. Positive feedback is the lowest scoring dimension, General Feedback is the second lowest - and negative feedback is the third lowest.

The “task significance on the well-being of the horses” scores the highest. A high score means that the employees feel a lot of task significance about the well-being of the horses. The other three dimensions related to “task significance” also scored high in 3rd, 4th, and 5th. This indicates the tendency of employees to feel more significance of their work to the well-being of the horses than to the other three aspects of task significance, with the company’s financial success being the lowest.

The “responsibility” felt by the participants scored the second highest, indicating the trend that the employees experience much responsibility for the outcome of their work.

The amount of **“teamwork,” “chance to learn new skills,” “autonomy,” a “clear work schedule,” and “task variety”** all score positive but **close to moderate**. Hence the employees don’t feel like they have a significantly small or significant amount of these dimensions on their job.

4.2.3 Employees desires regarding the Job Characteristic Dimensions

The sub-question, “How satisfied are the employees of the primary equine industry in Flevoland with each dimension of the JCM?” aimed to measure the tendency of the employees to desire to increase or decrease the frequency of a dimension.

To assemble data to answer this sub-question the survey included questions where the employees had to indicate if they want more or less of the intensity of a dimension. The participants indicated

their opinion on a scale from 1-5. The number 5 on the scale represented the opinion that the participant thinks the quantity of that dimension was not enough, and that the participant wants to have more of that dimension. The number 1 on the scale represented the opinion that the participant thinks that the quantity of that dimension is too much and that he wants less of it. The number 3 was the center of the scale represented the opinion that the participant is satisfied with that dimension.

The Data of the results are illustrated in figure 6. The diagram shows the deviation that the weighted average of each dimension had to the center of the scale. By showing the variation of the scores, the vital results are more visible. Positive numbers indicate that the participants want to have the amount of that dimension increased and a negative score indicate that the participants want to have the amount of that dimension decreased. A big deviation from the center axis of the diagram shows the participants have a strong tendency to have the amount of this dimension increased (positive score) or decreased (negative score).

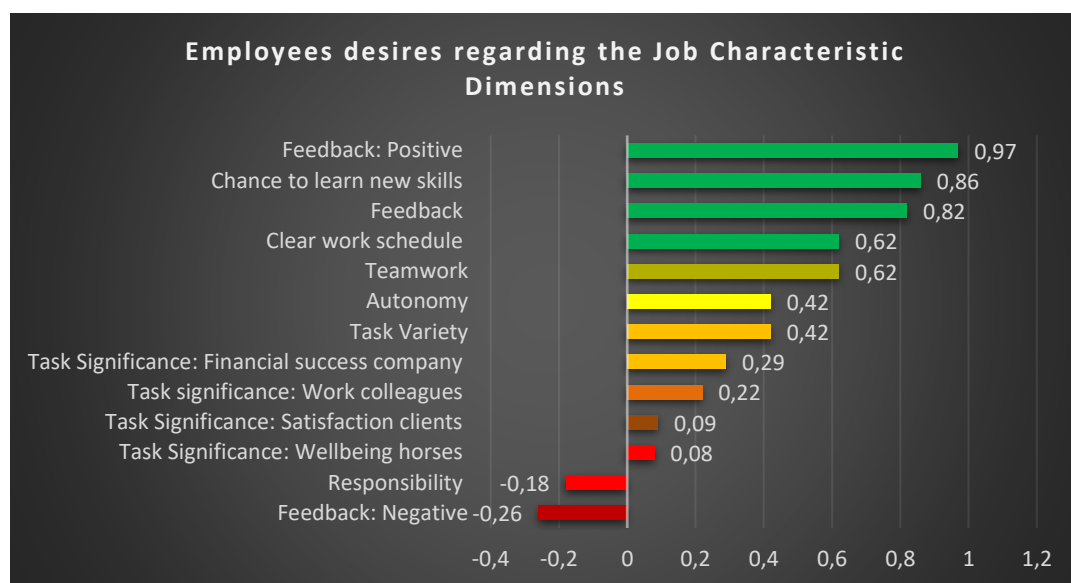


Figure 6 Diagram: Employees desires regarding the Job Characteristic Dimensions (n=65)

The label 0 on the vertical axis of the diagrams equals answer option 3, label 1 equals the answer option 4, and label -1 is equals answer option 2.

The diagram shows the participant's tendency to wish to have more of a dimension for almost all dimensions. That tendency can be seen by the deviation of the average weight to the centerline being positive for nearly all dimensions. Only for "responsibility" and "negative feedback," the diagram shows the employees' tendency to want to have less of these dimensions. This tendency can be seen by the deviation of the average weight to the centerline having a negative score for these two dimensions

The employees strongly wish to have the amount of feedback they get, especially the positive feedback increased. This tendency can be seen in the substantial deviation from the score of "feedback" and "positive feedback" to the center line of the diagram. The variation of the weighted average of "Positive feedback" to the centerline is the highest out of all dimensions rated. The weighted average of "feedback" has the third most significant variance from the center line.

Even though the participants tend to want a higher amount of feedback, they tend to prefer less "negative feedback" over more "negative feedback". That can be seen in the deviation of the average score to the center line being negative.

The participants seem to be relatively satisfied with the three dimensions of "task significance". Out of the task significance dimensions, the participants see the most need to increase the work's significant impact on the company's financial success. These two results are based on the following. The weighted average of task significance on the client's satisfaction, the horses' well-being, and the colleague's work are rated the closest to satisfied. The weighted average for the task significance on the company's financial success has the most considerable alteration to the center line out of the three dimensions related to tasks significance.

Most employees of want that the number of possibilities they have to learn new skills is increased. The weighted average of "Chance to learn new skills has the second strongest deviation from the center line of the diagram. This level of variation implies that most participants want that the number of possibilities they have to learn new skills is increased.

4.2.4 Controlling of the presumptions of the quantitative research

The sub-questions "Do the employees of the primary equine industry (Flevoland) confirm or disprove the presumptions deduced from the qualitative research?" aimed to test whether the presumptions deduced from the explorative interviews can be applied when giving advice to the managers in the industry. To reach that goal, the survey investigated whether most participants agreed (also strongly agreed) with statements supporting the presumptions. It was also investigated if the survey data shows trends regarding the relation between these presumptions and employees' satisfaction. These trends were explored by bringing the data of the statements into relation to the data about the general employee's satisfaction (Chapter 4.2.1).

Knowledge about the financials of the company

The first presumption was that the employees of the primary industry failed to see the impact their work had on the company's financial success. The idea was that this is because they lack knowledge about how the company earns a profit and fail to see when it is financially successful.

The result regarding that presumption show that most employees do have the knowledge about how their company makes money. Still, fewer of the employees know when the company they work for is financially successful. This result came from the answer percentages to the statements "I have a clear understanding of how the company I work for is generating money" and "know when the company they work for is financially successful." Most participants (72,30%) agreed with the first statement. Regarding the second statement, 54,69 % agreed, which is slightly more than half of the participants and significantly less than the percentage of participants agreeing to the first statement.

Experienced responsibility

The second presumption that was tested is that the employees feel more responsible for the well-being of the horses and less for the company's financial success or the clients' satisfaction. The results of the survey confirmed this presumption.

To answer this question, the employees had to agree or disagree with three statements regarding their feeling of responsibility. The results of this question are illustrated in the figure 7.

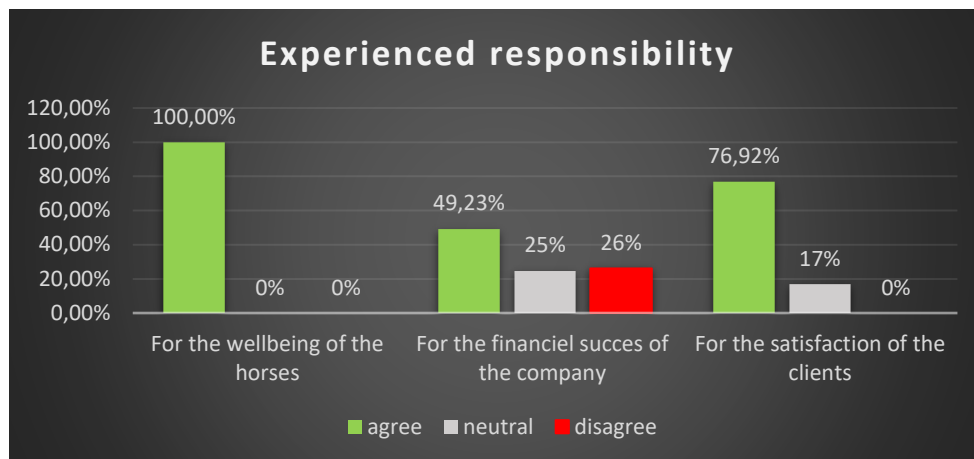


Figure 7 Diagram: Experienced responsibility (n=65)

The diagram (figure 7) indicates the difference between the percentage of participants that agreed (green bar) or disagreed (red bar) with the statements. The gray bar shows the percentage of participants that chose the answer option neutral.

The results, illustrated in the diagram, clearly show that all participants feel responsible for the well-being of the horses. The diagram also shows that the participants feel the second most responsible for the client's satisfaction and the least responsible for the company's financial success.

Teamwork

To estimate the applicability of the dimension of teamwork for the advice which will be given to the managers, two presumptions related to teamwork were tested via the survey.

The first result is that most employees feel like teamwork is essential for working effectively. This result is based on the significant majority of participants (92,30%) agreeing with the statement, "I believe that teamwork is important to work effectively."

The second presumption tested, to estimate the applicability of teamwork, was whether most employees feel like they are a team with their colleagues and if this positively affects their satisfaction. The result of this presumption is that there is no significant tendency about whether most employees feel like there is a team with their colleagues. The data shows that no majority of the participants chose to agree or disagree with the statement. The answer percentages were 40% agree, 33,84% disagree and 26,15% neutral

To find out if there is a connection of the feeling of being in a team to the employees' satisfaction the data regarding the statement about team feeling was brought into relation with the data over the participants' general satisfaction (chapter 4.2.1). This can be seen in figure 8.

Trend: Teamwork in relation to Work Satisfaction

Beantwoord: 65 Overgeslagen: 0

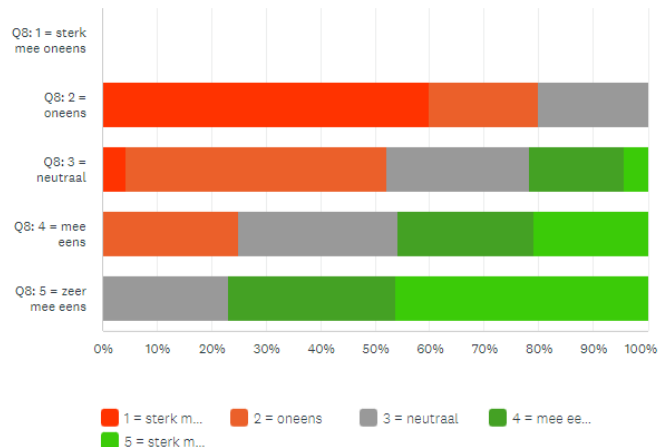


Figure 8 Trend: Teamwork in relation to Work Satisfaction

The diagram is used to visualize a trend between the connection of the feeling to be in a team and employees' satisfaction.

The diagram reveals the trend that the participants that feel satisfied with their job also feel like they are a team with their colleagues. The graph also visualizes that the participants who don't feel like they are a team with their colleagues, also don't feel satisfied with their job.

This tendency indicates that the experience of being in a team with work colleagues could **positively impact** overall work satisfaction.

Adapting to the employees skills

Before giving clear advice about how managers need to manage their employees' skills, it is essential to determine if most employees feel like their tasks fit their skill level and if this positively affects their satisfaction.

The answers percentages to the statement "I find the work I do fitting to the level of skills" have no clear majority on one of the answer possibilities. The result based on that data is that there is no tendency about whether most employees feel the work they do is adapted to their skill level. The data shows that no majority of the participants agreed or disagreed with the statement. The answer percentages where 43,08% agree, 29,23% disagree and 27,69% neutral.

To reveal, if there is a trend between the connection of the adaptation work tasks to the skill level and the employee's satisfaction, the same method is used as for the relation between teamwork and satisfaction. This method has been described above. The data for this relation is also visualized in a diagram (figure 9)

Trend: Adapting to the employees skills in relation to Work Satisfaction

Beantwoord: 65 Overgeslagen: 0

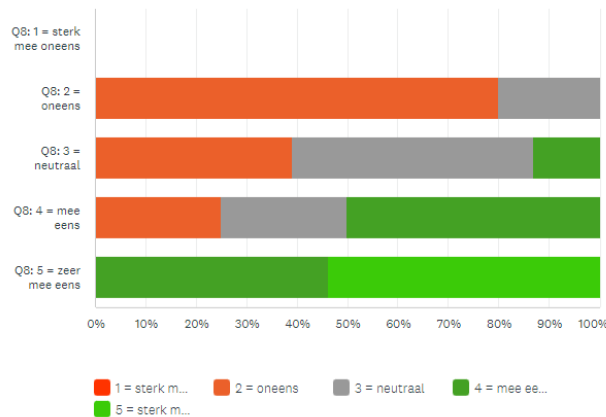


Figure 9 Trend: Adapting to the employee's skills in relation to Work Satisfaction

The diagram (figure 9) shows a trend that the employees who feel like their work fits their level of skills also feel satisfied with their work. The graph also visualizes that the participants who don't feel like their work adapt to their level of skills also don't feel satisfied with their job,

This tendency indicates that the adaptation of work to the level of an employee's skills could positively impact their overall work satisfaction.

Feedback

The data about whether employees feel like all the feedback they receive from their supervisors and colleagues is helpful shows that 47,69% of the participants don't agree with this statement. The answer option neutral and agree (+ strongly agree) were equally often chosen (26,15%).

Therefore, there is no clear result on whether most employees experience the feedback they receive from their supervisor as helpful.

The data about the statement "I feel like I can give feedback to my supervisor and colleagues show no clear answers whether most employees can provide feedback to their supervisors and colleagues. The answer option disagrees + strongly disagree, agree + strongly agree, and neutral were all chosen evenly by 35,38% of the participants.

Comparing this data to general job satisfaction (chapter 4.2.1) reveals that the employees who feel like they can't give feedback to their supervisors and colleagues also tend to be unsatisfied with their job. This trend is not as visible as on the statements rated before. Striking is that all participants that agreed with the statement "I feel like I can give feedback to my colleagues and supervisor also feel satisfied with their job.

Therefore, there is an indication of the tendency that enabling employees to give feedback to the supervisors could positively impact their satisfaction.

Out of all the participants, 43,08% disagreed, and 24,61% disagreed with the statement "I have the feeling that my supervisors and colleagues value my feedback and ideas" The answer option neutral was chosen by 32,31 of the participants. This dataset shows no clear result on whether most employees feel like their supervisors and colleagues value their feedback.

When comparing the dataset to the statement "I have the feeling that my supervisors and colleagues value my feedback and ideas" to the data about employee satisfaction (chapter 4.2.1), the tendency of these two characteristics being related is revealed. The answers are visualized in the figure 10. This figure is structured the same figure 9

Trend: Value Employees Ideas and Feedback in relation to Work Satisfaction

Beantwoord: 65 Overgeslagen: 0

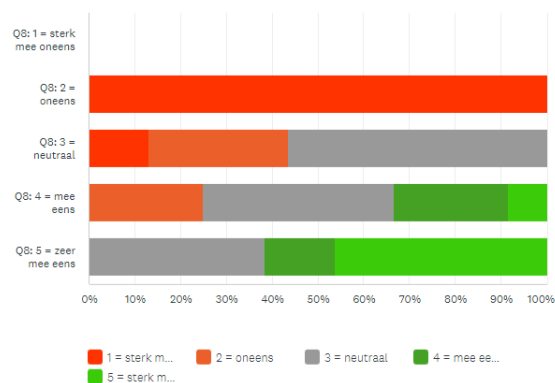


Figure 10 Trend: Value Employees Ideas and Feedback in relation to Work Satisfaction

The employees that chose the answer categories strongly agreed and agreed, also stated that they were satisfied with the job.

Therefore, it can also be assumed that valuing employees' ideas and feedback can positively impact their satisfaction.

4.3 Discussion

When working with the data of the results from sub-question 2,3,4, and 5, the following discussion points regarding the method must be pointed out.

The results of chapter 4.2.2 do not reflect the exact amount of dimension present in the job design in Flevoland. The survey questions measured the employees' affected attitude about the frequency of each dimension measured. (ABC Model Chapter 1.4) are based on the intensity level on which the participant feels like the dimension is there. Therefore, the results show the intensity level at which the participants think the dimension is there. That means that a high score on, e.g., task significance, doesn't mean that task significance is more often present in the job design than a lower scoring dimension like autonomy, but that the participants feel this dimension more intensely than autonomy. Also, the participants didn't compare the measurements directly, which could have led to different results. For the goal of this research, it was useable to measure the participants' feelings, and therefore the method was suitable. The results will still be referred to as scores on the job design. The survey question for sub-question 4 measured the cognitive component of the participant's attitude about the job dimensions. Measuring the cognitive component means the results indicate if the employees think they want to a different amount of a dimension. This has the consequence that additional aspects like norms and values or influence employees' answers. A strong influence can primarily be assumed for the dimension of negative feedback. The results of ...

show that the participants tend to feel a small intensity of negative feedback. Comparing this result to the chapter... results shows that the participants tend to want the amount of negative feedback to be even smaller. This result could be influenced by the inhibition of people to state that they want to have more of something that is described as negative.

Comparing the results of chapter 4.2.2 to the results of chapter 4.2.3 shows that a small score on the frequently doesn't necessarily mean that the employees want more of that dimension. Similarities can be seen except for negative feedback, which could be based on the reason explained above.

Another thing that stands out when comparing the results of these sub-questions is that the results related to autonomy and responsibility are contradictory to the Job Characteristic Mode. This contradiction was also already discussed in (Chapter 3.3.2). The results show that the employees feel a high intensity on the dimension of responsibility but not on autonomy. The Theory says that autonomy influences the feeling of responsibility. It also seems contradictory that the employees want more autonomy and less responsibility. This can indicate that feeling of high responsibility is also affected by other things in the job design of the primary equine industry. This research can't give a clear answer to this. In the following chapters, his research still supports the idea that autonomy raises the feeling of responsibility when concluding the results.

For the statements rated in chapter 4.2.4, the results are based on the majority and, therefore, don't mean that all employees will feel the same effect. The agreement to the statements and their attitude influenced by them could be affected by the employee's personality, which is quite likely. When working with the trends about the affect different statement have on the employee's satisfaction, it needs to be reminded that the target group contained of 65 people. That means that the targeted sample size was reached. But when splitting the participants up into different groups will result in a small amount of people that belong to each group and make the results less valid. Therefore, these trends need to be seen as possible effects not as facts.

As the last point, it needs to be mentioned that the research results only represent the employees in the primary equine industry in Flevoland. It can be cautiously speculated that the conclusion could also be useful to the other locations in Netherlands, but this is definitely only a speculation. This can only be confirmed by doing the same research with a target group representative for the whole Netherlands.

4.5 Conclusion

This research answered the research question “How can the job satisfaction among workers in the primary Dutch equine industry (Flevoland) be increased by using the five dimensions of the Job Characteristic Model? “

The aim of the research was to give helpful advice to the managers of this industry on how to raise the work satisfaction of their employees with the help of the Job Characteristic Model.

The Job Characteristic Model is a theory that, if applied by the managers, will lend not only to high work satisfaction of the employees but may also potentially lead to high internal work motivation, high-quality work performance, and low absenteeism and turnover.

The conclusions and advice resulting from this research are intended to be of use to managers that want to improve their business by raising employee satisfaction. The research revealed success and failure factors of the job design in the primary equine industry in Flevoland. These factors were based on the dimensions of the industry-adapted Job Characteristic Model (chapter 25). The

following conclusions are given about each dimension, starting with the most critical dimensions for the managers who want to benefit from this research.

After the conclusions of this research, recommendations are developed for managers on how they can apply the knowledge from this research to their business.

A shortcoming is observed in the dimension of feedback – Managers should focus more on feedback if they want to make the job design more fitting to their employees and raise their job satisfaction in this dimension. Not only does the dimension 'feedback' score the lowest in current workplace design in the primary horse sector (Flevoland), but it is also the dimension where employees report having the greatest desire for change.

By redesigning how employees get feedback on their work tasks, the managers may raise the employees' satisfaction. Feedback is also the dimension that employees need more of to obtain knowledge about the quality of their work performance. Providing more helpful feedback is recommended as a possible way to increase the current level of job satisfaction amongst employees. It is not only the amount of feedback that is important; It must be ensured that employees receive a significant amount of positive feedback. The research observed that employees do not currently get enough feedback, as well as not enough positive feedback. Important to note is also that the manager must take responsibility for providing employees with valuable feedback. Furthermore, the managers also need to ensure that the employees feel they can give feedback to their supervisors and colleagues and that this feedback is valued.

The second most important element to focus on is the opportunities for employees to develop new skills. This dimension was rated low in job design and was the dimension where employees had the second strongest urge to have the amount increased. By enabling the employees to learn new skills, their satisfaction levels can be positively impacted.

For managers, two things are essential. The first is to give their employees the chance to develop new skills, and the second is to assign tasks that fit their current set of skills. The research showed that if employees do tasks fitting to their level of skills, it can positively impact their job satisfaction.

Teamwork is an important topic to concentrate on for managers who want to keep their employees satisfied. The research revealed that teamwork is important for employees to feel meaning and that the feeling of being in a team with their colleagues can positively influence employee satisfaction. Teamwork is a dimension rated rather moderately in job design and is one of the top four dimensions that workers would like to see more of. Employees of the industry also rate teamwork as essential to work effectively; Therefore, teamwork is something that managers need to enable and encourage.

The next characteristic important for employees' work experience is having a clear work schedule. A clear schedule was the characteristic that the employees showed the third (together with teamwork) strongest urge on having. The amount of having a clear work schedule scored close to moderate on the Job design in the primary equine industry (Flevoland). Managers need to realize that their employees' satisfaction could benefit from providing them with a more precise work schedule. A suggestion is for the managers to supply this; It may be challenging to achieve, but the manager should give as clear of a schedule as possible.

Autonomy is the dimension that describes the freedom that employees have in deciding on their own how and when they want to do the work(tasks). Employees indicated that they have a pretty strong desire for more autonomy in their job. Autonomy also did not score high on the Job design. Therefore, managers might profit from giving their employees more autonomy. The manner and

extent of autonomy given to workers must be carefully determined. The difficulty is because autonomy leads to a stronger feeling of responsibility in theory. Responsibility scored already high on the Job design in the primary equine industry (Flevoland). The employees also expressed that they want a little less responsibility. Therefore, managers must be careful about raising autonomy.

The dimension of Task Variety is a dimension that does not score highly on the job design and is the dimension that the employees want to have more of. Task variety is the extent to which the work requires the employees to do many different things and use various skills and talents. This dimension scored the closest to moderate in the job design compared to the other dimensions and placed fifth (together with autonomy) on the dimensions that the employees wish to have more of. The research also showed that the opinion about task variety depends a bit on the personal preference of the employees. Some employees get frustrated if they must do the same task repeatedly, while others do not mind it that much. Therefore, task variety is something that managers could raise to make their employees feel more satisfied, but it is not a dimension on which the manager should focus the most.

The dimensions of task significance all score high on the job design in the primary equine industry. The dimension of task significance is split up into the positive influence the employee's work has on the well-being of the horses, the satisfaction of the clients, their colleagues' work, and the company's financial success.

Employees in the primary equine industry feel the most significant in their work related to keeping the well-being of the horses high. This dimension scored the highest in the Job design of all dimensions. The other three parts of tasks significance scored 3rd, 4th, and 5th in the following order: significant impact on the satisfaction of the clients, then significant impact on the work of the colleagues, and lastly, significant impact on the company's financial success. The employees showed a slight urge to have more of these dimensions. Therefore, the dimensions of task significance do not necessarily need to be changed. For the manager, it is nevertheless important to take a closer look into these results. Task significance is a dimension that influences the rate at which employees feel their job is meaningful according to theory. To experience their job as meaningful to the company and not only to the well-being of the horses, the employees need to be informed about how their work is impacting the company. It can be in the financial interest of companies in the primary equine industry to have strong values relating to the well-being of the horses. The employees seem not always to make that connection. Most employees know how the company makes money but do not always know when the company is financially successful. The employees also feel more responsible for the horses' well-being compared to the company's financial success and the client's satisfaction.

To conclude, managers could raise their employees' overall feeling of meaningfulness if they educated them about their job's importance to the company and they should inform them about the successes of the company.

4.6 Management Recommendations

The following text will give recommendations to the managers in the primary equine industry on how they can apply the research conclusion to their business. These recommendations are ideas that managers can use, but the research has not tested the recommendations. It still can be assumed that these recommendations will positively affect the employees' satisfaction since they came out of the conclusions of this research.

Before applying these recommendations, the manager should decide which conclusions are most fitting to their company and what changes they can make easily. The manager does not necessarily need to apply all recommendations to improve a dimension.

Generally, the advice is that the dimensions of feedback and teamwork are the two aspects managers should concentrate on first, since these two dimensions are relatively easy to readjust, and the recommendations are rather easy to implement. The employees (participants of the research) also indicated much desire to have these dimensions improved.

Giving the employees more chances to develop new skills is also a dimension that is highly advised to the manager since the employees indicated that they find it essential to have more of that dimension. Giving more education possibilities can be more challenging to implement. However, the recommendations about skill management provide helpful ideas for improving this dimension without spending a large budget on courses or training programs.

Feedback

The first recommendations to the managers are based on giving feedback to the employees. The conclusion has shown that this dimension needs adjustments in the primary equine industry. Feedback, if given correctly, can raise the employees' satisfaction and help them learn about the quality of their work performance. If the manager is not the one who gives feedback to the employees or certain employees, he needs to educate the person in charge about the following recommendations.

The most basic recommendation is to ensure that the employees get a high amount of feedback, which must contain positive and negative feedback. Giving positive and negative feedback means telling the employees if they are doing something wrong and if they are doing something right. The focus should be on raising the amount of positive Feedback.

Managers need to concentrate on the usefulness of feedback given to the employees. When giving feedback, the feedback's content should be communicated in a way that the employee can learn something from the feedback. Therefore, the feedback needs to come with explanations about what went well/went wrong and how the employee can improve.

When giving feedback, the manager (or person in charge) should not only concentrate on the tasks the employee did well or did wrong. The supervisor/manager should also give feedback on how the work affected the company's success.

E.g., suppose an employee made sure that the horses looked presentable to clients. In that case, the supervisor should not only praise them for how groomed the horses looked but also explain that because the horses looked so groomed, the clients developed a positive opinion about the company and were, therefore, more willing to buy the horse. In this way, the understanding of the employee on how his work performance affects the satisfaction of the clients and the company's financial success could also increase.

The following recommendation is to encourage employees to give feedback and share their ideas. Encouraging the employees to give feedback and to share their ideas can be done by plain asking the employees if they have feedback or ideas on how things can be improved. The employees should also be able to tell if something went right. The ideas that came from the employee need to be valued, and that could be done by thanking the employee for sharing ideas and feedback.

If the managers have no regular meetings with the employees to discuss their work performance, managers can start to organize meetings regularly. It could be advantageous if the manager sets

meetings with his employees. In these meetings, the manager should talk with the employee about their work performance. Allowing the employee to give feedback and share his ideas is also essential. The manager and the employees can individually decide the frequency of the meetings.

Teamwork

The subsequent recommendations are about teamwork. By enabling teamwork, the manager can also raise autonomy and task variety. The research of this report has shown that teamwork can be important for employees to feel meaningful and be more satisfied with their work situation.

The most basic recommendation on teamwork is that the manager should enable the employees to work in teams and assign tasks they should do in teams.

The following recommendation could be helpful to get more value out of teamwork.

The manager could organize the employees in teams. These teams have assigned tasks, responsibilities, and goals. The teams need to know their responsibilities, which tasks they are responsible for, and when they need to be done. E.g., a team of all the grooms responsible for the caring of the horses, well-kept stables, etc.

The team should get autonomy over organizing the task and responsibilities among each other. The teammates can then rotate in doing the tasks assigned to their team. By letting the employees rotate the tasks, task variety will increase. By giving autonomy to the whole team, responsibility is also spread over the whole team. In this way, autonomy can be raised without necessarily raising the responsibility of every single person. The manager must monitor the teamwork to ensure everything works well.

The following recommendation is on how to increase the team spirit. The manager could organize team activities. Team activities can be as easy as sitting together daily or weekly, maybe in the morning, and talking about company goals or even private things. Maybe have breakfast or lunch breaks together (if not already done). If the company has a budget, the manager can also organize a team day or let the employees visit a team building courses.

Skill management

The following recommendation concentrates on skill management. In this text, skill management means the manager gets explicit knowledge about each employee's skills. Good skills management can positively impact the task variety, fitting the right tasks to the right person, and the possibilities for employees to learn new skills.

The following recommendations can help for successful skill management.

First, the manager needs to gain knowledge about his employees' skills. To achieve this, the manager needs to talk with the employee about the skills they currently have and the skills they want to develop. The manager needs to monitor the results of these conversations. The manager then has a clear picture about which employee has which skills and can choose based on that knowledge what tasks fit the best to the skill level of each employee. (Obviously, employees sometimes also need to do tasks requiring a lower level of skills, then the employee has, like mucking out, etc., but that should not be the only tasks that an employee does)

Secondly, the managers need to enable the employees to develop new skills. Enabling employees to develop new skills does not necessarily mean that the company should pay for courses, education, or training. If the manager knows the skills of his employees, he can provide chances for the employees to share their skills via company intern skill sharing. E.g., if one employee has a unique

set of skills, he can teach these skills to the other employees. For example, company intern skill sharing can be done while one employee does a task fitting to the skill that needs to be shared, like longeing horses, talking to clients, etc. That procedure has the effect that the employees get more possibilities to learn new skills and can then do tasks that they were unable to do before. The company will also profit from this. For example, if one employee is absent because of sickness, another employee will be able to do his work tasks because he learned from that employee how to do them.

If the company has the budget to pay for extern training courses, employees can get the possibility to follow these. These courses should be related to skills that are also useful for the company, so it has value. It should also be made sure that the employees who follow these courses will stay in the company for a more extended period so the company can profit from the newly learned skills.

Clear work schedule

The following recommendation is that the manager provides employees with a clear work schedule. Providing a clear work schedule can be complicated in a horse business since planning everything in advance is impossible due to unexpected things, such as a horse getting sick. The employees need to stay flexible.

Possibilities to nevertheless clarify the work schedule are as follows.

Organize the standard daily, weekly, or monthly tasks into a daily schedule so the employees know what they need to do every day/week/month.

If not done yet, it can help to find a way to write these tasks down for all employees to see. For example, use a whiteboard or notebook or even use apps. Each task should also be clearly communicated, and it should be written down who is responsible for fulfilling that task. Next to the standard tasks, special occasions can be written down, such as vet and blacksmith appointments, client visits, etc. If something unexpected happens, like an impromptu client visit, the manager must inform the employee as soon as possible

Meaningfulness

The last recommendation is that the manager should work on the employees seeing the impact their work has on the company's success. This can have a positive impact on the experienced meaningfulness of the employee.

Raising that insight can be done by letting the employees know how their work is essential for the company (also mentioned in the recommendations about feedback). Embracing that knowledge is especially important for jobs where the work does not immediately lead to income for the company. E.g., if a horse gets sold, a groom might not automatically connect their work to that success; this connection needs to be pointed out by the manager. (Explained in recommendations about feedback)

Another recommendation is to engage the employees in the company goals, mission, and successes. In this way, the employees can feel more included. To do so, the manager should talk with the employees about the goals (short-term or long-term) that the company has. If the company goals are reached, managers should also share this with the employees. Managers should also reflect with the employees on how the company reached that goal and how the employee impacted it. Another possible idea is to celebrate successes together with the work team.

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Annex 1: Transcripts Interviews (Qualitative research)

Interview 1

1. Welke werktaken voer je normaal uit tijdens je stage?

Mijn werkzaamheden die ik elke dag uitvoert tijdens mijn stage zijn ja stallen mesten, paarden naar buiten brengen, eventueel medicatie geven als ze dat nodig hebben, voeren, sowieso 3 keer per dag ruwvoer en twee keer per dag krachtvoer. Voor de rest kleinere werkzaamheden zoals als iets kapot is dat ik dat ga fixen of ja ja dat zo een beetje.

2. Welke taak stel je je voor dat je later voor je werk zult/wilt gaan doen?

Die werktaken, die ik later weer doen Dat is eigenlijk meer zo een beetje management achtig dus dat ik echt zo de planning ga maken wat moet er gebeuren voor die dag, wat is belangrijk en zo'n beetje ook het personeel mee aansturen.

Zingeving

3. Wat betekent zinvolheid van je baan voor jou? / Wat betekent volgens u zingeving voor andere mensen in uw werkveld?

Zinvolheid van mijn werk even denken hoor... ja Dat is eigenlijk zon beetje dat het de paarden goed gaat dat hun welzijn goed is. Dat de paarden eigenlijk helemaal goed leven hebben bij ons op stal. Dat is eigenlijk zon beetje de zinvolheid die ik zie in ons werk. En van mijn collega's ook dat zij hun best doen om het welzijn te verbeteren en niet per alleen voor werken voor geld bijvoorbeeld bij wijze van, maar dat ze echt meewerken aan het doel om het welzijn hoog te houden

4. Denk nu terug aan de taken die u op het werk uitvoert. Welke werktaak denk je dat je zal helpen om je werk zinvoller te maken? Of bij welke werktaken voel jij dat jij een zinvol baan hebt?

Ja vooral als het gaat bij medicatie geven dat ik zie een paard heeft een wondje of is niet helemaal lekker dat als je medicatie geeft dat je eigenlijk toch weer vaak dankbaarheid meekrijgt eigenlijk meestal van de eigenaren of ja dus dat zo een beetje. Vooral als dat soort dingen nodig zijn dan zie ik eigenlijk echt wel de nuttigheid.

Jij hebt ook net aangegeven dat jij zinvolheid met het welzijn van de paarden in verband brengt, dus welke werktaken voer jij uit waar jij dat gevoel hebt dat jij het welzijn van de paarden verbetert.

Ja dat gaat denk ik dan meestal over het controleren van de gezondheid, dus dat ik eigenlijk altijd wel goed nakijk oké hoe ziet de vacht er uit, heeft het paard ergens een wondje heeft, heft zich het paard vast gelegen overnacht of zo bijvoorbeeld, of ja sowieso ook als een paard koliekerig is dat zit dat ik daar wel heel erg goed op de signalen van let.

Verantwoordelijkheid

5. Voor welke taken voel jij je het meest verantwoordelijk?

Ik voel me het meest vaak verantwoordelijk voor het welzijn van de paarden dat ze elke dag gewoon lekker naar buiten kunnen, voor het voer geven en ja dat gewoon alles netjes eruit ziet en ja daarvoor ben ik dus vooral verantwoordelijk.

6. Voor welke werктаak zijn jouw collega's verantwoordelijk?

Waar mijn collegas voor verantwoordelijk zijn is gewoon eigenlijk hetzelfde. Alleen vind ik dat dat je het wel goed moet doen. En dat je ja goed met elkaar communiceert en dat je het samen doet, zeg maar als een team en niet de een doet het alles en de ander doet er niks. Maar dat het zo een beetje opgesplitst is, dus dat je bijvoorbeeld afsprekt dat de ene dag ben ik verantwoordelijk voor het buitenzetten en het voeren en voor de andere dag ben ik verantwoordelijk voor het schoonmaken in een stal en poetsen. Dan zijn mijn collega's dan voor verantwoordelijk te voeren en naar buiten brengen dus op die manier proberen we het af te wisselen. Maar dat werkt niet altijd.

Feedback

7. Bij welke werктаak zij jij direct een resultaat

ja Dat is sowieso bij stallen mesten dat je komt een vieze stal in en je gaat hem schoonmaken en daarna zie je ook echt meteen dat het beter ruikt, dat het beter eruit ziet gewoon even schoon. Je hebt ook zo'n soort gevoel oké het paard kan nu ook wel echt wel weer lekker liggen in zijn stal. Ook als je paarden schoongemaakt moet worden, dat zie je dan ook meteen dat ziet er gewoon gelijk veel beter eruit. En ja en ook met wondjes als je daar de eerste hulp biedt dan zie eigenlijk ook wel best wel goed resultaat kan opleveren, omdat ja wondjes dan niet zo heel erg ontstoken kunnen zijn echt

8. En welk gevoel geeft het jou?

Ja dat geeft een wel goed gevoel en ja Dat is daar word ik echt heel blij van

9. Van welke werktaken zie geen direct feedback/ of is het moeilijker te bepalen of ze goed zijn uitgevoerd?

10. En welk gevoel geeft dit jou?

Dat is z'n beetje ja moeilijk. Het gaat vooral over dingen ja waar je waar je eigenlijk nooit een einde aan ziet komen, zoals bijvoorbeeld een paddock als het paard daar de hele dag op staat ja en je gaat 's middags ergens de stront wegruimen. Dan kom jij her twee minuten later weer en dan ligt het er weer. Dat is echt wat waar ik soms echt gefrustreerd van kan raken en dan denk ik van oh jesus. Een andere situatie is bijvoorbeeld ook we maken een keer per dag altijd in de ochtend de opfok even schoon en dan gaan we daar echt met gereedschap er doorheen en maken alles schoon en dan ziet het er volgende dag precies zo eruit als de dag ervoor. Dan denk ik echt wel soms jesus oké hoe waarvoor doe ik het eigenlijk. Maar dat is ja denk ik heeft wel iedereen en waar ik ook niet altijd echt direct feedback van krijg Dat is ook gewoon als we het over langdurige ja langdurig processen hebben. Als bijvoorbeeld het paard echt ziek is en je geeft elke dag medicatie maar het wordt gewoon niet beter of het duurt echt hartstikke lang dan is dat ook echt iets wat ik denk oké heeft mijn werk dan ook weer nut en dan raak ik ook echt wel gefrustreerd van.

11. Op welke manieren krijgt je feedback over hoe goed je jouw job uitvoert?

Door eigenaren dat zij en zeggen oh wat fijn de stal ziet er echt keurig uit, of zo dat ze dat zeggen. Ook van de staleigenaar dat die zegt, dat ja bijvoorbeeld als ik dingen opmerkt bij paarden dat ze zegt oh dat goed gezien. Dat is echt waardevol. Of als ik met verbeterpunten kom, bijvoorbeeld nog beter kan in de stal, dan wordt dat ook weer heel erg gewaardeerd ja

12. Hoe vaak krijgt je feedback op jouw werk? Is er een regelmatigheid? (Hoe voel jij hiermee)

Nee ik krijg niet echt regelmatig feedback, dit kan verschillen dus misschien soms is het gewoon een keer per week soms een keer per maand. Dat ligt heel erg aan wat de reden is dat ik feedback krijg.

13. Heb jij nog algemene verbeterpunten met betrekking tot de verbetering van jouw werk ervaring?

Ja ik denk wel wat mee kan werken in dat ik mijn werk als leuk ervaar is ook eigenlijk de communicatie in de stal. Ik merk dat dat wel soms niet echt goed loopt. Er wordt soms gewoon helemaal niet gecommuniceerd en dan sta je er en dan ja worden taken bijvoorbeeld dubbel uitgevoerd of niet uitgevoerd. Er is gewoon soms helemaal onduidelijkheid over wat is er al gebeurd of niet. Dus Ik denk dat dat wel iets is waar de paardensector echt wel aan kan werken.

Interview 2

1. *Welke werktaken voer je normaal uit tijdens je stage?*

Stallen uit mesten, vegen, Paarden voeren en af en toe mag ik ook een paard poetsen en longeren.

2. *Welke taak stel je je voor dat je later voor je werk zult/wilt gaan doen?*

Ik zal graag paard willen rijden en op wedstrijden uitbrengen.

Zingeving

3. *Wat betekent zinvolheid van je baan voor jou?*

Dat je gewoon goed de paarden traint. En dat jij paard vriendelijk bent, dus met de dieren goed omgaat en het best uit de paarden haalt.

4. *Denk nu terug aan de taken die u op het werk uitvoert. Welke werktaken geven jou het gevoel dat jouw werk zinvol is, of welke taken helpen jouw om je werk zinvoller te maken?*

De omgang met de paarden en het gewoon handelen en longeren.

Verantwoordelijkheid

5. *Voor welke taak voel jij je het meest verantwoordelijk?*

Ik voel mij verantwoordelijk voor de paarden, dus alles wat de paarden betreft ben ik voor verantwoordelijk. Ik ben voor verantwoordelijk dat het goed met de paarden gaat. Dus als ik de stallen mest of ze voer dan moet ik ook kijken of er alles goed is. En Als ik de Paarden beweeg dan moet ik ook kijken hoe ze lopen, dus eigenlijk is wel alles belangrijk

Oké dus Als je nu echt over taken denkt dat is het dus de controle van hoe het paard eruit die jou het gevoel van zin geeft.

Ja

6. *Voor welke werktaak zijn jouw collega's verantwoordelijk?*

Mijn collega's zijn voor het rijden en uitbrengen op wedstrijden verantwoordelijk en ik meer voor de algemene verzorging.

Feedback

7. *Bij welke werktaak zij jij direct een resultaat*

Als ik de stallen schoon maak.

8. *en welk gevoel geeft het jou?*

Dan ben ik blij als ik klaar ben.

9. *Van welke werktaken zie geen direct feedback/ of is het moeilijker te bepalen of ze goed zijn uitgevoerd?*

Vegen, want ja Ik denk niet dat het voor mij belangrijk is, en het wordt sowieso weer vies, dus ja vind ik dat niet echt belangrijk.

10. En welk gevoel geeft dit jouw?

Frustratie

11. Op welke manieren krijgt u feedback over hoe goed je jouw job uitvoert?

Ik krijg niet echt veel feedback. Eigenlijk alleen negatief, als iets niet goed gedaan is dan hoor ik het wel maar anders krijg ik geen feedback.

En van wie krijg jij dan dit Feedback?

Dat hangt van af, meestal van mijn bas of soms van mijn collega's.

12. Hoe vaak krijgt je feedback op jouw werk? Is het regelmatig?

Alleen als iets niet goed is.

13. Heb jij nog algemene verbeterpunten met betrekking tot de verbetering van jouw werk ervaring?

Ja ik denk dat je stagiaires een beetje beter moet begeleiden. Dat je er meer uitlegt en meer kennis doorgeeft, want ja nu doe ik echt maar alleen Stal zaken zonder hulp. Dus ik ben eigenlijk de hele tijd alleen. Dat zou ik ook thuis kunnen doen stalle mesten en vegen en Paarden longeren. Maar het zou beter zijn als ik echt een begeleider heb die tenminste een paar dingen uitlegt. Hoe je dingen beter kunt doen en effectiever kunt werken dat dat zou ik wel belangrijk vinden.

Interview 3

1. *Welke werktaken voer je normaal uit tijdens je stage?*

Op mijn bedrijf ben ik ervoor verantwoordelijk stalle te mesten, de paarden binnen en buiten te zetten en voer te geven. Gewoon die basics een beetje vegen en wassen van paarden. De Paarden de zadel opdoen en voor de ruiters klaarzetten. En dan een beetje logeren.

2. *Welke taak stel je je voor dat je later voor je werk zult/wilt gaan doen?*

Ja eigenlijk hetzelfde. Ik heb me daarvan aangemeld en tuurlijk wil ik ook een beetje paardrijden maar die paarden die wij hebben zijn moeilijk te rijden. Ik vind dat prima een beetje stalle misten en voeren en ja ik zeg als die Mensen aardig zijn vind ik het prima om dit soort dingen te doen. Als ik af en toe dan nog op een Paard kan zitten zou het ook heel leuk zijn.

Zingeving

3. *Wat betekent zinvolheid van je baan voor jou?*

Gewoon dat ie die paarden een goed leven hebben, dat die Box altijd schoon is en dat de bedrijf schoon is voor die klanten die naar de bedrijven komen. Dus ja ik ja Ik vind mijn taak is eigenlijk dat het bedrijf goed eruitziet en die paarden goed eruitzien. Wij zijn een verkoop en training stal van jonge paarden dus ik moet kijken, dat die paarden daar goed eruitzien en ja sowieso dat ik de bedrijf als de klanten langskomen neetjes is omdat dat geeft een beter beeld voor die klant.

4. *Denk nu terug aan de taken die u op het werk uitvoert. Welke werktaken geven jou het gevoel dat jouw werk zinvol is, of welke taken helpen jouw om je werk zinvoller te maken?*

Ja Ik denk het dat zinvol dat ik die dat die paarden nachts in de box zijn en dat ik de paarden over dag naar buiten breng. Dit is zinvol voor het welzijn van de paarden. Dan vind ik het zinvol dat die Mensen die de paarden rijden gewoon minder tijd moeten opbrengen, omdat ik de paarden schoonmaak en de paarden de zadel op doe. Omdat die mensen moeten gewoon rijden en dan de paarden verkopen en ik ben gewoon bezig met de verzorging van de paarden, dus ik neem hier veel tijd voor. Ja Ik ben gewoon bezig voor paarden en dat vind ik een goede taak.

Verantwoordelijkheid

5. *Voor welke taak voel jij je het meest verantwoordelijk?*

Het meest verantwoordelijk vind ik is voor mij dat ik op tijd ben. Als de bedrijfsleider zegt om 10 uur komen die klanten, dan moet ik het ervoor zorgen dat het paard op de juiste moment klaar is. Het paard moet dan misschien gewassen zijn en longeert zijn. Ja daarvoor ben ik het meest verantwoordelijk dat alles op tijd klaar is.

6. *Voor welke werктаak zijn jouw collega's verantwoordelijk?*

Ik ben voor alle bedrijf zaken verantwoordelijk van die paarden dat het bedrijf goed eruit ziet dat die paarden goed eruitzien, dat die klaar staan, en dan hebben wij een aantal ruiters die de paarden gewoon rijden, presenteren en trainen, en dan hebben wij die baas en die verkoopt die paarden dus die is bezig met die klanten en ja Ik denk dat alles op internet staat en ja voor die dingen.

Feedback

7. *Bij welke werктаak zij jij direct een resultaat*

Ik denk echt dat ik voor die makkelijke opgaven bezig ben, dus ik zie niet echt mijn resultaat. Nou Ik kan zeggen dat ik die paarden dan longeer en op die ene dag zijn ze heel wild en als ik dat dan een week doe omdat we natuurlijk ook jonge paarden inkopen dan worden zij gewoon rustiger.

8. *en welk gevoel geeft het jouw?*

Als ik bijvoorbeeld een heel wild paard heb of een heel jong paard en als het heel makkelijk gaat en die Paarden zijn heel lief en dat ik dan direct een zadel kan opdoen en dat die makkelijk om te longeren zijn dat het heel snel gaat dat de ruiters daarop gaat. Ja dat dat geeft mij een goed gevoel, als ik zeg oh dat paard heb ik traineert en nu hebben wij die paard voor zo en zo bedrag verkoopt. Ja dat vind ik gewoon heel leuk.

9. *Van welke werktaken zie je geen resultaat?*

Ik zeg maar zo ik hou niet zo van misten en ik vind dat eigenlijk een makkelijke taak. Maar het moet gedaan worden, maar ja van die ja die taak is echt alleen voor het welzijn van het paard en voegt geen waarde toe aan het bedrijf. Ja voor de rest ja Ik weet het niet eerlijk.

10. *En welk gevoel geeft dit jou?*

Het geef me een goed gevoel dat de stal aan het einde schoon is maar voor de rest niet echt. Het moet gedaan worden en ja. Ik heb er niet echt een gevoel bij. Ik denk iedereen gaat liever paardrijden of iets ja iets met paarden doen dan rondom de paarden.

11. *Op welke manieren krijgt u feedback over hoe goed je jouw job uitvoert?*

Je krijgt elke dag feedback. Maar je kunt vooral bij jonge paarden heel veel fout doen. Als ik een paard op de foute manier ga longeren, ja ik zou niet zeggen dat ze echt boos zijn maar dan zeggen ze Je moet het zo en zo doen of Je moet die hulptuigels anders aan de zadel doen. Ja het is wel goede feedback, omdat ja zo kan ik ook beter dingen weer leren. Maar soms denk ik ja Ik weet toch Ik heb zelfs paarden dus ik weet hoe het gaat, maar uiteindelijk zijn het hun paarden. Dus als ik het op deze manier moet doen dan vind ik het ook prima.

Dus jij krijgt Feedback van jouw bas of jouw collega's

Ja ik krijg meestal feedback van mijn collega's of ja van die ruiters die de paarden moeten rijden, dat ik iets anders moet doen, of die zadel anders moet opdoen of een ander zadelpad onder de zaden

moet doen. Ja dat is die feedback die ik zou krijg

12. Hoe vaak krijgt je feedback op jouw werk? Is het regelmatig of hebben jullie een afspraak over wanneer jullie over Feedback gaan praten?

Het gaat meestal over de dag heen. We hebben niet echt een afspraak dat wij Samen gaan zitten in de avond en dan over die dingen praten. Dus dat vind ik wel dat het op een stal dat gaat meestal direct ja.

Zal je het fijner vinden als jullie een afspraak erover hadden.

Nee als ik zo aan een paardenbedrijf denk vind ik het prima als het direct gaat. Dan weet ik ook dat ik bijvoorbeeld op die paard een andere zadel moet opdoen en met die paarden het anders moet doen. Anders ja ik weet het niet als ze maar aan het eind van de dag zeggen je hebt die box niet schoongemaakt dan vind ik dat prima, maar als het echt om die paarden gaat dan vind ik het prima als ze het direct zeggen.

13. Heb jij nog algemene verbeterpunten met betrekking tot de verbetering van jouw werk ervaring?

Ik zou het leuk vinden als je echt een...Wij hebben bij ons een paardenbedrijf geen schema dus welken paarden wanneer iets moeten doen. In de ochtends gaan ze zeggen die klanten komen voor dit paard dus dan moet je het paard klaarzetten. Ik zou het liever hebben als je dat begin van de week weet wanneer je precies iets moet doen. Welke paard moet ik deze week trainen welke paard moet ik wassen enzovoort. Ja ik hou echt van een schema en bij ons op het bedrijf gaat meestal alles door elkaar.

Dus het hangt ook een beetje Samen met die communicatie van wat moet gedaan worden dat het duidelijker is.

Ja maar ik denk dat kan niet echt, je weet natuurlijk niet wanneer klanten langs willen komen dus dat is heel afhankelijk van wanneer de klanten willen komen. Soms weet jij het pas een dag ervoor. Dus ik heb liever een schema, maar dat is denk ik niet mogelijk bij een paardenbedrijf.

Interview 4

1. *Welke werktaken voer je normaal uit tijdens je stage?*

Uitmesten, schoonmaken en opzadelen van paarden, longeren, voeren, paarden in en uit de weg halen, dierenartsbezoek, paarden halen, vasthouden en helpen.

2. *Welke taak stel je je voor dat je later voor je werk zult/wilt gaan doen?*

De verzorging van de paarden, d.w.z. voeren, uitmesten, borstelen, rijden en longeren, naar buiten brengen/binnenbrengen.

Zingeving

3. *Wat betekent zinvolheid van je baan voor jou? / Wat betekent volgens u zingeving voor andere mensen in uw werkveld?*

Voor mij heeft een beroep of taak zin als het iets helpt. Dit kunnen mensen, dieren of gewoon een bedrijf zijn. Ik wil een taak hebben die ook aan mijn niveau is aangepast, dus ik wil ook een beetje uitgedaagd worden.

4. *Denk nu terug aan de taken die u op het werk uitvoert. Welke werktaak denk je dat je zal helpen om je werk zinvoller te maken? Of bij welke werktaken voel jij dat jij een zinvol baan hebt?*

Ik voelde me nuttig bij het verzorgen van de paarden, d.w.z. ze klaarmaken voor het longeren/rijden en ze voederen. Uitmesten is natuurlijk ook belangrijk en hoort er naar mijn mening bij, maar als je in je eentje 10 stallen in een deel van de stal uitmest, wat in groepsverband veel sneller klaar zou zijn, voelt dat niet helemaal zo zinvol.

Verantwoordelijkheid

5. *Voor welke taken voel jij je het meest verantwoordelijk?*

Ik was eigenlijk alleen verantwoordelijk voor het uitmesten van een deel van de stal en het longeren van de paarden die ik die dag toegewezen had gekregen. Dat waren er meestal twee. De andere taken waren nooit mijn hoofdverantwoordelijkheid, omdat andere mensen rond de stal altijd bepaalden wanneer deze taken werden gedaan en wie welke taken op zich nam.

6. *Voor welke werktaak zijn jouw collega's verantwoordelijk?*

De indeling van de paarden, d.w.z. wie gelongeerd, bereden, in de paddock of gewoon in de paddock moet. De toewijzing en verdeling van taken en te longeren of te berijden paarden voor de dag. Het houden aan de tijden voor het voeren.

Feedback

7. *Bij welke werktaak zij jij direct een resultaat*

Natuurlijk kon ik zelf elke dag zien hoeveel boxen ik had uitgemest. Ik heb ook een paar paarden kunnen longeren en borstelen, wat ook zichtbaar was.

8. *En welk gevoel geeft het jou?*

Het deed me veel goed te weten dat zelfs als ik de halve dag alleen uitmestte, de paarden beter af zijn in een schone stal. Ik vind het ook belangrijk dat paarden regelmatig voldoende beweging krijgen, dus het was goed voor mij om het zelf te kunnen doen.

9. *Van welke werktaken zie geen direct feedback/ of is het moeilijker te bepalen of ze goed zijn uitgevoerd? En welk gevoel geeft dit jou?*

Eigenlijk kreeg ik bijna helemaal geen feedback op mijn opdrachten. Enigszins begrijp ik dat wel, want ik longeerde bijvoorbeeld altijd alleen, dus je kunt natuurlijk geen feedback geven als je het niet gezien hebt. Veel van de andere taken moesten gewoon worden uitgevoerd en werden dan slechts genoteerd. Maar als er iets verkeerd werd gedaan, merkte je het. Dus ik begon geen feedback te zien als goede feedback.

10. *Op welke manieren krijgt je feedback over hoe goed je jouw job uitvoert?*

Ik wist pas echt dat ik mijn werk niet helemaal slecht had gedaan, toen ik aan het eind van mijn stage een evaluatie kreeg. Tussendoor had ik geen idee hoe goed of slecht ik mijn taken uitvoerde door het gebrek aan feedback.

11. *Hoe vaak krijgt je feedback op jouw werk? Is er een regelmatigheid? (Hoe voel jij hiermee)*

Ik heb in de tussentijd geen echte feedback gekregen. Pas toen er iets verkeerd werd gedaan, merkte ik het duidelijk. Helaas kreeg ik meestal niet de kans om ervan te leren, omdat de feedback niet meer was dan een simpel "dat is zo fout" en geen uitleg over wat er precies fout was en hoe ik het beter had kunnen doen. Daarna werd de taak meestal aan iemand anders gegeven.

Natuurlijk voel je je daar niet zo goed bij. Ik heb liever dat je me uitlegt wat ik niet goed deed en het de volgende keer opnieuw probeer. Maar op deze manier had ik het gevoel dat ik het niet goed gedaan had, want de slechte feedback was het enige wat ik echt kreeg.

12. Heb jij nog algemene verbeterpunten met betrekking tot de verbetering van jouw werk ervaring?

Ik denk dat het in mijn bedrijf beter zou zijn geweest als ze me in het begin alles hadden laten zien en, vooral, het beter hadden uitgelegd. Ik werd dus voor vele taken aan mijn lot overgelaten en moest proberen uit te vinden wat ik precies moest doen en hoe. Ik denk ook dat positieve feedback, hoe klein ook, veel zou helpen.

Interview 5

1. *Welke werktaken voer je normaal uit tijdens je stage?*

Nou ja we gaan s ochtends de paarden voeren. Dan gaan we de merrie scannen, daar assisteer ik gewoon met scannen en nou ja kijken welke vuiltjes zeg maar iets nodig hebben qua ontwormingsmiddel of zo. Dan gaan ik de paarden naar buiten zetten, dan stallen mesten of opstrooien, en dan het voer klaarleggen voor's avonds. Dan ja op dit moment opzadelen paarden, klaarmaken, paarden in de stapmolen zetten ja, en dan nog zeg maar een beetje extra werk: Hekken zetten, hekken repareren, assisteren bij de hoefsmid, paarden longeren.

2. *Welke taak stel je je voor dat je later voor je werk zult/wilt gaan doen?*

Ik vind in principe het staalwerk niet zo erg, maar ik zou nu niet alleen dat willen doen. Misschien in combinatie met kantoor. Of ik zou het ook leuk vinden zelf paarden te rijden. Maar niet alleen alles dat wat ik nu doe.

Zingeving

3. *Wat betekent zinvolheid van je baan voor jou? / Wat betekent volgens u zingeving voor andere mensen in uw werkveld?*

Zinvolheid oké ik moet even denken. Ja gewoon, je moet al dat doen om de paarden goed te verzorgen. Zoiets

4. *OK maar wat laat je zinvolheid voelen van je werk? Dus Misschien welke taken die je eruit voert helpen jou om je baan als zinvol te bekijken?*

Nou ja, het moet wel alles gebeuren om paarden goed te verzorgen en goed voor ze te zorgen en ja gewoon dat het goed gaat met de paarden. Voor het welzijn van de paarden ben ik ook verantwoordelijk.

Verantwoordelijkheid

5. *Voor welke taken voel jij je het meest verantwoordelijk?*

Ja het ligt eraan. Als ik alleen zonder collega's werk ben ik gewoon voor alle paarden verantwoordelijk. Ik ben ervoor verantwoordelijk dat het goed met hen gaat. Nou ja ook qua paarden buiten zetten ben ik ervoor verantwoordelijk dat de juiste paarden samen op een weiland komen. Dus ik ben ervoor verantwoordelijk de juiste keuzes te maken.

6. *Voor welke werktaak zijn jouw collega's verantwoordelijk?*

Nou ja die ene die daar ook werkt, ze doet in principe eigenlijk hetzelfde als ik. Het enige wat zij meer doet dus op de bobcat rijden en op de trekker, dat kan ik niet of niet zo goed dus dat doet zij iets meer. Mijn baas ja die doet gewoon nou ja in principe minder dan wij maar gewoon ook scannen van de merries. En hij voert het krachtvoer, dat doen wij niet.

Feedback

7. *Bij welke werktaak zij jij direct een resultaat.*

Nou ja bij alles. Als je stallen mest dan zie je wel resultaat, en ja bij alles bij alle taken die je doet. Dus bij Paarden op de wei zetten, hooi voeren en zo voert. Het zijn allemaal praktische werktaken dus jij zie echt meteen een resultaat.

8. En welk gevoel geeft het jou?

Het is wel een beter gevoel, zeg maar je weet wel wat je gedaan hebt op een dag. Het is echt een verschil als ja in een kantoor werken. Dan zie je soms niet wat je die dag hebt gedaan. Als je echt op stal werkt dan weet je het wel. Dat geeft mij dan een goed gevoel.

9. Van welke werktaken zie geen direct feedback/ of is het moeilijker te bepalen of ze goed zijn uitgevoerd?

Ik zie resultaten in alle taken die ik doe

10. En welk gevoel geeft dit jou?

11. Op welke manieren krijgt je feedback over hoe goed je jouw job uitvoert?

Nou ja ze vragen mij ook altijd of ik terugkom dus daardoor denk ik wel dat ze goed feedback geven. En nou ja als ik iets niet zo goed doe dan krijg ik het wel te horen. Vooral als het iets is wat er niet goed is in betrekking tot de paarden. Dan krijg ik dat wel direct te horen.

Van wie krijg jij dit Feedback?

Van mijn Baas en mijn collega omdat die werkt er al heel lang.

12. Hoe vaak krijgt je feedback op jouw werk? Is er een regelmatigheid?

Het is niet echt regelmatig dus, maar en Ik heb er nu ook niet echt om gevraagd om feedback te krijgen.

13. Heb jij nog algemene verbeterpunten met betrekking tot de verbetering van jouw werk ervaring?

Gewoon nou ja het is zeg maar als je een stage aanvraagt denk ik eens wel slim om te vragen wat echt jouw taken zijn want, dat kan soms een beetje onduidelijk zijn. In het begin vond ik het ook nou ja, ze zijn heel chaotisch op mij stageplek, dus Je moet echt even inkomen en een beetje leren kennen hoe ze werken, want dat kan soms echt heel snel gaan en dan ben je een beetje van WAT ?? moet ik nu doen, dus ja gewoon een goede afspraken maken denk ik

