Supervisor feedback as a source of work engagement? The contribution of day-to-day feedback to job resources and work engagement

Roman Soucek and Annika Rupprecht

ROMAN SOUCEK
Friedrich-Alexander University Erlangen-Nürnberg, Germany
Roman.soucek@fau.de

ANNIKA RUPPRECHT
Friedrich-Alexander University Erlangen-Nürnberg, Germany
annika.rupprecht@fau.de

About the authors

PD Dr. Roman Soucek is a research associate at the Chair of Psychology, especially Organizational and Social Psychology, at the Friedrich-Alexander University Erlangen-Nürnberg. He received his doctorate and post-doctorate degree in the field of Work and Organizational Psychology. In his research, he is particularly interested in resilience in the work context, work intensification, personnel development and the evaluation of training interventions. Roman is a freelance trainer with many years of experience who is particularly keen to bridge the gap between science and practice.

Annika Rupprecht (M.Sc.) received her master's degree in Labour Market and Human Resources at FAU Erlangen-Nürnberg. She gained experience in the field of Work and Organizational Psychology through internships and her work at the Chair of Business and Social Psychology at FAU. She is now working in the public sector. She is mainly responsible for project consulting and implementing new ways of project and lean management.

Abstract

Work engagement of employees is crucial in today's working life that is increasingly characterized by virtual, flexible, and self-determined work arrangements. In such working environments, day-to-day supervisor feedback is gaining in importance, as feedback can be a powerful job resource and thus a key driver of work engagement. In flexible and agile working environments, leaders should also look into new ways of giving feedback to their followers. In this paper, we present a diary study that examines the contribution of supervisory feedback to job resources and work engagement, and thereby, differentiate between face-to-face feedback and computer-mediated feedback. The results substantiate the effectiveness of supervisor feedback on job resources, which in turn, contribute to work engagement. Furthermore, job resources moderated the influence of job demands on work engagement. This result clearly underlines the importance of job resources, as they may unleash the challenging potential of high demands.

Keywords: supervisor feedback, day-to-day feedback, job demands, job resources, work engagement

Introduction

Today's working life is undergoing major changes. Employees are collaborating in various teams on a virtual and non-virtual level (Gregor-Rauschtenberger & Hansel, 2001; Lange, 2019). Also, flexible work arrangements such as home office became popular (Klammer et al., 2017). Under these circumstances, employees' work engagement becomes more and more crucial, and organizations must create working conditions that provide enough resources and motivating potential. Among job resources, supervisor feedback is of great importance. However, when work is done asynchronously and you do not see each other every day, it is increasingly difficult to provide this resource to employees.

The present paper introduces a new way to provide day-to-day feedback, namely by means of a computer-mediated feedback system. Within a diary study we provide evidence for the contribution of supervisor feedback on job resources on the day-level and explore the interplay of job resources with job demands with reference to daily work engagement.

Determinants of work engagement

Work engagement is defined as a positive psychological state consisting of vigor, dedication, and absorption in work tasks (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002). It is associated with several positive aspects, such as a high level of energy and enthusiasm at work and is an important indicator of employees' well-being (Bakker & Demerouti, 2007). Work engagement can be conceptualized as a trait-like or state-like construct (Sonnentag, Dormann, & Demerouti, 2010). The trait-like conceptualization assumes that some people are more committed to work than others, whereas the state-like conceptualization focuses on the temporal perspective and asks why a person has different work engagements at different times. This latter conceptualization can relate to weeks (Bakker & Bal, 2010), days (Xanthopoulou, Bakker, Heuven, Demerouti, & Schaufeli, 2008), or even to specific tasks within a day (Reina-Tamayo, Bakker, & Derks, 2017). The present study focuses on work engagement on a day-level and explores the determinants and mechanisms that could explain varying levels of work engagement.

The job demands-resources model describes the determinants of work engagement and strain at work (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). This model assumes that factors in every occupational setting can be assigned to one of two

elementary categories, namely job demands and job resources (Bakker & Demerouti, 2007). Job demands refer to aspects of a workplace or a position that require effort and are associated with physiological as well as psychosocial costs. Typical candidates of job demands are a high workload, time pressure, or role conflicts at work. Contrary, job resources are aspects that promote the fulfillment of work goals, facilitate coping with high demands or stimulate personal growth (Bakker & Demerouti, 2014). Examples of job resources are autonomy or social support from colleagues. The job demands-resources model further assumes two different psychological processes in the development of job strain and motivation. First, high job demands might exhaust employees' physical and mental resources, and therefore, impair health and well-being. Second, high job resources provide a motivational potential leading to high work engagement (Bakker & Demerouti, 2007). This motivational path explains the emergence of work engagement. Job resources may even buffer the impact of job demands on well-being such as burnout (Bakker, Demerouti, & Euwema, 2005). Hence, job resources are an important starting point for the enhancement of work engagement and protection of well-being, and therefore, supervisors should be given tools to enhance and promote job resources of their employees.

Feedback as a management task

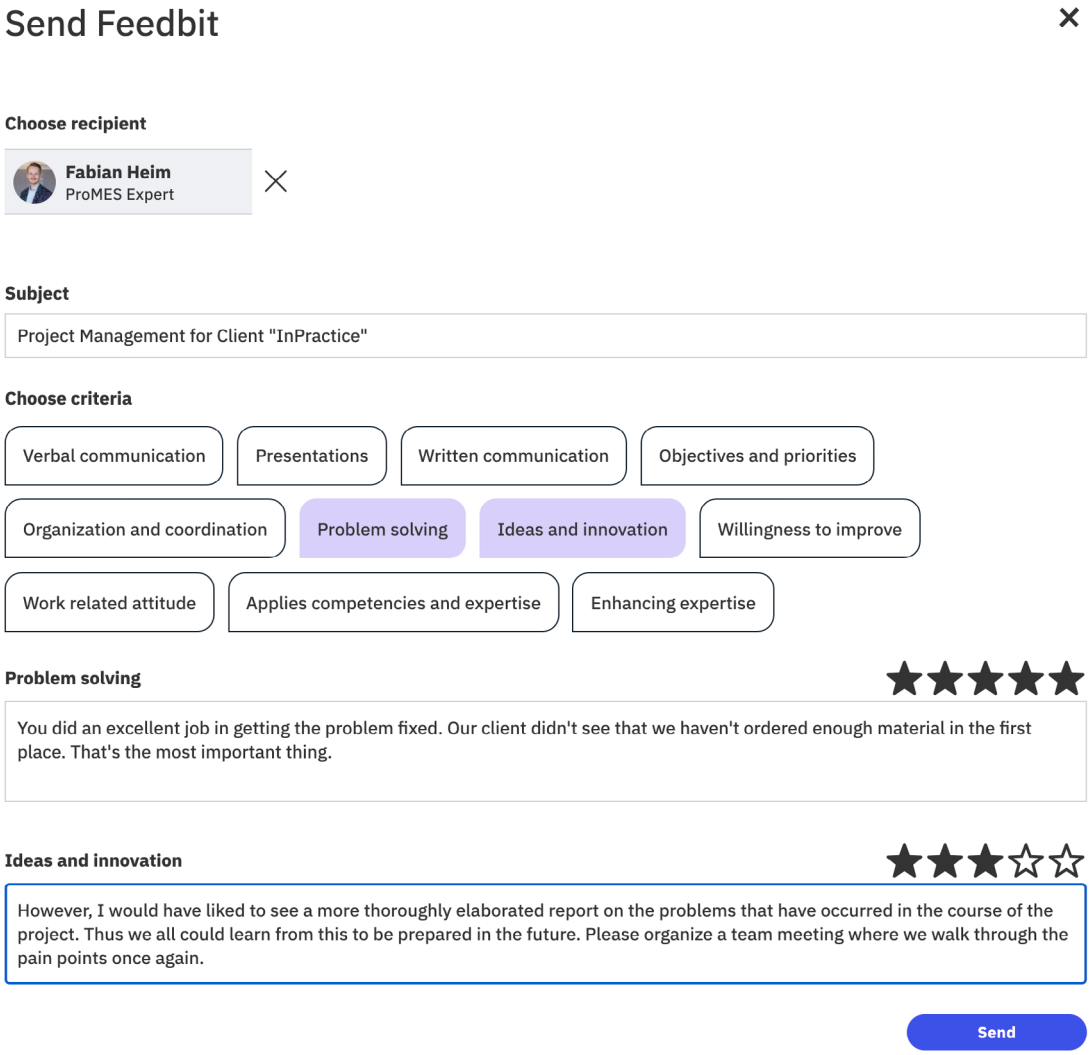
Feedback is one of the core job characteristics as described by Hackman and Oldham (1976) and perceived as a job resource (cf. Reina-Tamayo et al., 2017). Feedback relates employees' behaviors to goals and can arise either from the task itself, colleagues or the supervisor (London, 2015). Besides feedback from the task itself, feedback from others is defined as "the degree to which the employee receives clear information about his or her performance from supervisors or from co-workers" (Hackman & Oldham, 1975, p. 162). Feedback plays an important role because it clarifies role expectations, facilitates self-regulation, and it could enhance job performance by means of motivation and learning (Kluger & DeNisi, 1996). In fact, feedback is positively related to job satisfaction and negatively related to turnover intentions (Humphrey, Nahrgang, & Morgeson, 2007). Also, within the context of the Productivity Measurement and Enhancement System, or ProMES, feedback was positively associated with performance and motivation (Pritchard, Harrell, DiazGranados, & Guzman, 2008).

Feedback should be given in a constructive way in order to develop its positive effect on motivation and learning. Following the Feedback Intervention Theory (Kluger & DeNisi,

1996), constructive feedback should relate to tasks rather than to the person itself (Kluger & DeNisi, 1996). Also, constructive feedback should relate to positive behaviours or results that stem from the employee's knowledge, skills or talents (Aguinis, Gottfredson, & Joo, 2012). Finally, constructive feedback should be related to standards and – in case of negative performance feedack – provide strategies for remedying poor performance (Sommer & Kulkarni, 2012). Though constructive feedback is generally associated with work performance, high feedback immediacy and frequency can even compensate the negative impact of non-constructive feedback on work performance (Kuvaas, Buch, & Dysvik, 2016).

With the rise of digitalized workplaces and virtual teamwork, interpersonal communication changes (Schulze, Schultze, West, & Krumm, 2017) and supervisors need appropriate tools to provide constructive and frequent feedback to their employees. Besides relying on verbal feedback, we were able to use a feedback system that implements the idea of an instant and media-based feedback (Effecteev, 2020). This feedback system features the possibility for the supervisor or colleagues to send so called "feedbits" that contain concise ratings and remarks related to specific categories, which represent job related performance criteria for the respective employee. The supervisor can select the appropriate categories on which he wants to give feedback and for every chosen category the supervisor can submit a rating from one to five stars accompanied by a short message (cf. Figure 1). This feedback system fulfills some of the previously mentioned criteria for constructive feedback. First, it relates to standards that are represented by the (jointly) determined categories. Second, it provides the possibility to submit immediate feedback, and finally, facilitates the submission of frequent feedback.

Figure 1
Example Instant Feedback in the software



Hypotheses

We acknowledged the necessity of work engagement in modern workplaces and identified day-to-day feedback and job resources as starting points for the enhancement of work engagement. Relating to the job characteristics model (Hackman & Oldham, 1976) we assume that day-to-day supervisor feedback is perceived as (an episodic) job resource (Reina-Tamayo et al., 2017). Thus, we assume:

Hypothesis 1. Supervisor day-to-day feedback contributes to job resources.

Previous research has shown that several job resources predict work engagement (e.g., Halbesleben, 2010; Hakanen, Schaufeli, & Ahola, 2008; Salanova & Schaufeli, 2008), which is also true on a daily basis (Bakker & Bal, 2010; Reina-Tamayo et al., 2017). We therefore assume that job resources are associated with work engagement.

Hypothesis 2. Job resources are positively related to work engagement.

The combination of Hypotheses 1 and 2 posits an indirect effect of supervisor feedback on work engagement by means of job resources. Thus, we assume:

Hypothesis 3. Supervisor feedback exerts an indirect effect on work engagement by means of job resources.

Job resources are not only important due to their direct effect on work engagement. They also facilitate coping with strain, as they buffer against high job demands (Bakker et al., 2005), and therefore, contribute to work engagement (Bakker & Demerouti, 2008). To put it more simply, the level of work engagement varies according to the degree of job demands and job resources: High job demands and low job resources result in high strain and low work engagement, whereas high job demands and high job resources result in an average strain and high work engagement (Bakker & Demerouti, 2007, 2008). Therefore, job resources should have a positive impact on the relation between job demands and work engagement (Bakker & Demerouti, 2008; Hakanen, Bakker, Demerouti, 2005). Therefore, we assume:

Hypothesis 4. Job resources moderate the relationship between job demands and work engagement. In particular, job resources exert a positive effect on this relationship.

Method

Sample

Participants were recruited in two companies. In total, 10 employees (9 women, 1 man) participated in the study. The mean age was 24.90 years (*SD* = 2.69). The samples' professional experience averaged 1.52 years (*SD* = 1.66), mean job tenure was 1.13 years (*SD* = 0.88). Participation was voluntary; no monetary compensation or other incentives were provided.

Procedure

We conducted a multi-wave diary study with 24 waves. Day-to-day feedback was provided as face-to-face as well as digitalized feedback (Effecteev, 2020). The software

enabled managers to provide feedback instantly and regardless of the location of their employees. In order to provide a reference for feedback, the HR managers of the companies defined the most important performance criteria. These performance criteria were integrated into job profiles and supervisors could relate their feedback to these criteria. The HR managers carried out a feedback training with the supervisors in order to ensure the quality of feedback and introduced the supervisors to the use of the software. On the first day of data collection, the participants answered a questionnaire that assessed and collected demographic data. The daily questionnaires asked participants whether they received feedback from their supervisor and they also assessed job demands and job resources as well as work engagement for the respective day.

Measures

Feedback

We asked the participants whether they received feedback from their supervisor and asked for the source of feedback. Supervisor feedback and feedback source were contrast coded following the recommendations of Cohen, Cohen, West, and Aiken (2003). If the employees received feedback either face-to-face or as a "Feedbit" (digital instant feedback), we coded the variable supervisor feedback with + 1/3, in case of no feedback we coded -2/3. Concerning feedback source, we coded feedbit as +1/2 and face-to-face feedback as -1/2; if the employee has not received feedback, we coded 0.

Job demands

Daily job demands were assessed with two items (cf. Reina-Tamayo et al., 2017). The items were: "Did you work extra hard today?" (workload) and "Did you experience conflicting demands at work today?" (role conflict). Participants indicated their responses on a 7-point Likert-scale ranging from 1 (*does not apply at all*) to 7 (*applies completely*). Cronbach's α was .66.

Work engagement

Work engagement was assessed with three items of the Utrecht Work Engagement Scale (cf. Schaufeli & Bakker, 2004). The items were rephrased to refer to the current working day. The items were: "Today I felt full of energy at work." (vigor), "Today I felt enthusiastic about what I did at work." (dedication), and "Today I was totally immersed in what I did at work." (absorption). Participants indicated their responses on a 7-point frequency scale ranging from 1 (*never*) to 7 (*always*). Cronbach's α was .89.

Analyses

We tested the hypotheses by computing multilevel models with the measurement points on Level 1 and the participants on Level 2 (Singer & Willett, 2003). To control for changes over time, we considered the linear effects of time; the inclusion of additional higher order terms did not improve model fit. Since the questionnaires were answered 24 times, the respective constructs were repeatedly assessed, and thus can vary between the measurement points (Level 1) and between persons (Level 2). Therefore, we centered job demands and job resources before we entered them as predictors in the multilevel models (within person centering; cf. Curran & Bauer, 2011; Singer & Willett, 2003). To test for indirect effects within the framework of multilevel analysis, we controlled for the group-mean centered predictors at Level 2 (2-1-1 model; Zhang, Zyphur, & Preacher, 2009). Finally, a causal mediation analysis was conducted following the recommendations of Imai, Keele, and Tingley (2010). Effect sizes were calculated following Raudenbush and Xiao-Feng (2001). In particular, we related the unstandardized regression coefficients to the residual standard deviation (see also Feingold, 2009).

Results

Table 1 presents the descriptive statistics and correlations among the study variables. Interestingly, supervisor feedback is positively associated with job resources, $r = .25$, $p = .001$, as well as with work engagement, $r = .34$, $p < .001$. However, supervisor feedback was not related to the amount of job demands, $r = .11$, $p = .139$. Job demands and job resources were interrelated, $r = .66$, $p < .001$, and were positively associated with work engagement, $r = .33$, $p < .001$ (job demands), respectively, $r = .50$, $p < .001$ (job resources).

Table 1
Means, standard deviations, and correlations among study variables

	Scale	*M*	*SD*	1	2	3	4	5	6
1	Gender[a]	0.10	0.32						
2	Age	24.9	2.69	-.33**					
3	Supervisor feedback[b]	-	-	.13	-.17*				
4	Feedback source[c]	-	-	-.19*	.01	.18*			
5	Job demands	3.82	1.06	.07	-.37**	.11	-.01		
4	Job resources	4.77	0.54	-.02	-.32**	.25***	-.01	.66***	
5	Work engagement	4.30	0.65	.01	-.32**	.34***	.02	.33***	.50***

Notes. N = 173. [a]Gender was dummy coded with 0 (*female*) and 1 (*male*); [b]Supervisor feedback was contrast coded with +1/3 (*feedback received*) and - 2/3 (*no feedback received*); [c]Feedback source was contrast coded with +1/2 (*feedbit*) and - 1/2 (*face-to-face feedback*); *p < .05; **p < .01; ***p < .001.

Effect of supervisor feedback on job demands and job resources

Table 2 presents several models that predict job demands and job resources. In Model 1a job demands were regressed on the control variables gender and age. The linear effect of time (i.e. predictor day) points to no change in time, b = 0.01, p = .186 (linear effect). In Model 1b, we additionally considered the effect of supervisor feedback, which was revealed as not significant, b = 0.04, p = .776. Also, feedback source has no influence on job demands, b = 0.07, p = .808. Similarly, we computed two models to predict job resources. Model 2a again included demographic variables and controlled for the development in time. Among the demographic variables, age had a negative influence on job resources, b = −0.15, p = .030. That is, older participant indicated a lower level of job resources. In Model 2b, we additionally considered the effect of supervisory feedback, which indicated a positive influence on job resources, b = 0.51, p < .001. The effect size was, d = 0.71. This result confirms Hypothesis 1. Concerning the feedback source, the results indicated no influence on job resources, b = −0.28, p = .237.

Table 2
Effect of the supervisor daily feedback on job demands and job resources

Variables	Job demands		Job resources	
	Model 1a	Model 1b	Model 2a	Model 2b
		Fixed effects		
(Intercept)				
Level 1 (within-subject)	9.97**	9.94**	8.59***	8.44***
Day	0.01	0.01	0.01	0.01
Supervisor feedback		0.04		0.51***
Feedback source		0.07		-0.28
Level 2 (between-subjects)				
Gender[a]	-0.53	-0.52	-0.90	-1.12
Age	-0.25	-0.25	-0.15*	-0.14*
		Random effects		
Level 1 (within-subject)				
Residual variance σ^2	0.66***	0.66***	0.55***	0.51***
Level 2 (between-subjects)				
Intercept/Intercept τ_{00}	0.72***	0.72***	0.16***	0.16***
		Model fit		
Deviance (*-2LL*)	448.40	448.21	406.29	393.11
Change in Deviance (Δ*-2LL*)		0.19		13.18**
AIC	460.40	464.21	418.29	409.11
BIC	479.32	489.44	437.21	434.34

Notes. *N* = 173. [a]Gender was dummy coded with 0 (*female*) and 1 (*male*); [b]Supervisor feedback was contrast coded with +1/3 (*feedback received*) and - 2/3 (*no feedback received*); [c]Feedback source was contrast coded with +1/2 (*feedbit*) and - 1/2 (*face-to-face feedback*); *p < .05; **p < .01; ***p < .001.

Effect of supervisor feedback, job demands, and job resources on work engagement

Table 3 presents the models that tested the influence of supervisor feedback and feedback source as well as job demands and job resources on work engagement. Model 3a included demographic variables and the effect of time. Model 3b additionally included supervisor feedback, which was revealed as effective regarding an increase

in work engagement, b = 0.67, p < .001. Feedback source had no influence in work engagement, b = −0.14, p = .671. Model 3c considers job demands and resources on Level 2 (between-subjects) and Level 1 (within-subject). The mean level of job demands (between-subjects) was positively related to work engagement, b = 0.89, p = .006, whereas the mean level of job resources (between-subjects) was negatively related to work engagement, b = −1.54, p = .021. However, the within-subject effects revealed no effect of job demands, b < −0.00, p = .973. Contrary to job demands, daily fluctuations of job resources (within-subject) exerted a positive influence on work engagement, b = 0.62, p < .001, which confirms Hypothesis 2. The effect size was d = 0.71. Overall, the daily level of job resources contributed to work engagement.

Table 3
Effects of supervisor daily feedback, job demands, and job resources on work engagement

Variables	Work engagement			
	Model 3a	Model 3b	Model 3c	Model 3d
		Fixed effects		
(Intercept)				
Level 1 (within-subject)	9.32***	9.06***	13.58**	13.11**
Day	-0.01	-0.01	-0.01	-0.01
Supervisor feedback		0.67***	0.36*	0.34*
Feedback source		-0.14	0.03	0.05
Job demands (w.s.)			-0.00	-0.02
Job resources (w.s.)			0.62***	0.64***
Job demands x job resources				0.28*
Level 2 (between-subjects)				
Gender[a]	-1.07	-1.26	-2.08**	-1.85**
Age	-0.19**	-0.17**	-0.19**	-0.19**
Job demands (b.s.)			0.89**	0.83*
Job resources (b.s.)			-1.54*	-1.46*
		Random effects		
Level 1 (within-subject)	9.32***	9.06***	0.77***	0.74***
Residual variance σ^2	1.02***	0.97***	0.03***	0.04***
Level 2 (between-subjects)	9.32***	9.06***	0.77***	0.74***
Intercept/Intercept τ_{00}	0.15***	0.09***	0.03***	0.04***

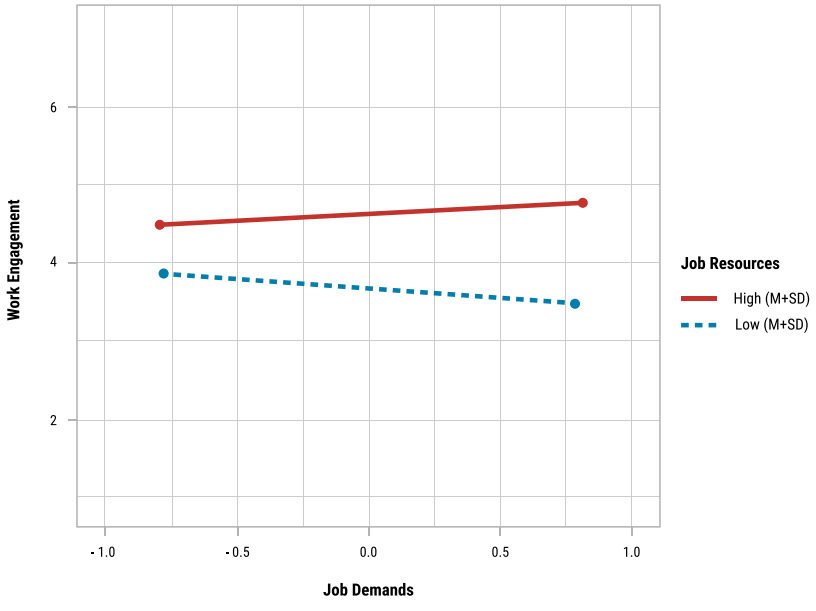
			Model fit	
Deviance (*-2LL*)	506.31	494.20	450.54	445.95
Change in Deviance (Δ*-2LL*)		12.12**	43.66**	4.59*
AIC	518.31	510.20	474.54	471.95
BIC	537.23	535.43	512.38	512.95

Notes. *N* = 173. [a]Gender was dummy coded with 0 (*female*) and 1 (*male*); [b]Supervisor feedback was contrast coded with +1/3 (*feedback received*) and - 2/3 (*no feedback received*); [c]Feedback source was contrast coded with +1/2 (*feedbit*) and - 1/2 (*face-to-face feedback*); *p < .05; **p < .01; ***p < .001.

Hypothesis 3 assumed an indirect effect of supervisor feedback on work engagement by means of job resources. We tested this indirect effect following the procedures by Zhang and colleagues (2009) and Imai and colleagues (2010). In particular, we chose the within-subject effect of job resources as mediator, while statistically controlling for the between-subject effect of job resources. Mediation analysis provided support for this assumption, b = 0.32, p < .001, *CI*95[0.142; 0.533]. Thus, Hypothesis 3 was confirmed.

In Model 3d, we additionally considered the interaction effect between the within-subject effects of job demands and job resources. The interaction effect is positive, b = 0.28, p = .030, d = 0.32, which indicates that work engagement is stronger in case of high job resources and job demands, which confirms Hypothesis 4. The interaction effect is depicted in Figure 2.

Figure 2
Interaction of Job Resources and Job Demands and their Influence on Work



Discussion

The present study introduced day-to-day feedback as an important job resource in today's working life, which is increasingly characterized by virtual collaboration and self-determined work arrangements. The results revealed that daily supervisor feedback contributed to job resources. Furthermore, the daily level of job resources was associated with work engagement. This result accords to the job demands-resources model indicating that job resources contribute to work engagement (Demerouti et al., 2001; Bakker & Demerouti, 2007). Furthermore, the results provided evidence that job resources further contribute to work engagement as they buffer the negative impact of job demands on work engagement.

This study contributes to literature in several ways. First, it demonstrates that supervisor day-to-day feedback contributes to job resources, which confirms previous results (e.g., Reina-Tamayo et al., 2017). Regarding this positive influence of supervisor feedback on job resources, the results provided evidence that the perception of job resources could be indeed influenced by day-to-day feedback, which provides an effective starting point for supervisors' daily performance management. We also controlled for feedback source and found no difference in feedback provided either face-to-face or as digitalized feedback. Thus, both feedback sources seem to be equivalent in their effectiveness, and therefore, the provision of digitalized feedback could be a viable alternative to verbal feedback.

Second, the results showed that job demands and job resources were associated with work engagement on a between-subject level, which confirms previous results (Crawford, LePine, & Rich, 2010; Schaufeli & Bakker, 2004). Beyond these between-subject effects, the present study demonstrated that varying levels of job resources were associated with the daily level of work engagement, which contributes to the episodic engagement model (Reina-Tamayo et al., 2007). We also found evidence for an indirect effect, namely, that day-to-day feedback exerts its influences on work engagement by an altered perception of job resources, which provides further evidence for the motivational process of the job demands-resources model (Xanthopoulou et al., 2008) and sheds light on the mechanisms by which supervisor feedback unfolds its effectiveness.

Finally, we demonstrated that the impact of job demands on work engagement depends on daily job resources. In particular, the results point to a positive contribution of

job demands in case of high job resources, whereas low job resources may lead to a negative influence of job demands on work engagement. Such a different influence of job demands was shown by Crawford and colleagues (2010) as they draw the distinction between challenge and hindrance demands. Please note that Crawford and colleagues (2010) classified different demands either as challenge or hindrance demands. In the present study, we observed an influence of job resources on the same job demands. Hence, job resources may influence the perception of a given set of job demands. Being equipped with high job resources, employees might interpret job demands as challenges rather than hindrances. This result clearly underlines the importance of job resources, as they may unleash the challenging potential of high demands (Hakanen & Roodt, 2010).

Limitations

The study has some limitations that need to be mentioned. First, the sample size was rather small, restricting statistical power and the possibilities of statistical analyses. Therefore, we limited the statistical analyses to the questions on whether supervisor feedback was received and on the feedback source. Nevertheless, the diary study included a high amount of measurement points, and therefore, we were able to draw some conclusions from the statistical analyses. Further studies with a larger sample sizes could include additional information such as feedback characteristics (e.g., specificity of the feedback) or task characteristics. For example, the complexity of the tasks might vary in different occupations and we expect feedback being more important for complex tasks. Second, we relied on self-report measures that might result in common method bias. Future studies should combine self-report measures with objective criteria such as work performance or add an external assessment from supervisors or colleagues. Third, the questionnaire was answered in the evening, and thus, participants assessed their working day retrospectively. Since exhaustion usually occurs at the end of the day, this might have influenced the assessment of work engagement. However, we asked the participants to evaluate the job demands and job resources of the whole day, which was only possible at the end of the day. Finally, the supervisors that participated in this study were trained in giving constructive and effective feedback, and thus, the results are restricted to similar implementations. Therefore, the introduction of day-to-day feedback practices should be accompanied with supervisors being trained in the provision of feedback.

Directions for future research

In the current study, the performance criteria were developed and defined by the respective personnel managers and the employees were solely informed about the performance criteria (cf. tell-and-sell strategy, Latham, Erez, & Locke, 1988). In future studies employees should be involved in the development and definition of performance criteria. Being involved in this goal setting process, performance criteria should be more relevant for employees, and feedback might be more specific to the respective positions.

The supervisors and employees were not working in different locations and the supervisors had the opportunity to provide instant and informal feedback. Therefore, we asked participants to indicate the source of feedback received (i.e., face-to-face or digitalized feedback). Since we observed no difference in the effectiveness of feedback for these two paths of feedback, we concluded that both ways are equivalent. However, future research should investigate the effectiveness of digitalized feedback in completely virtualized work environments in order to scrutinize its effectiveness more explicitly.

In the present study we operationalized job demands by means of workload and role conflicts. However, there are other job demands such as administrative hassles (Crawford et al., 2010), that could be investigated in future studies. Also, additional job resources such as social support (Hakanen et al., 2008) or organizational climate (Bakker et al., 2007) should be considered in further research. Besides organizational job resources, personal resources also influence the relationship between job demands and work engagement. For example, Bakker, Schaufeli, Leiter and Taris (2008) argued that personal resources such as optimism or self-efficacy can influence work engagement. Furthermore, personal resources could mediate the relationship between job resources and work engagement (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007).

Practical implications

Feedback remains an important instrument in leadership. Just as jobs get digitalized and virtualized, management tools must adapt to these new forms of work and employees should receive feedback even if they are working in their home office or in another location. Digitalized feedback systems can close the gap and ensure the

motivational effect of feedback. However, with media-mediated feedback, it is all the more important that the feedback is accurate and high in quality. Therefore, supervisors should be trained in giving feedback on a regular basis. But also, employees should understand and appreciate the value of feedback. Therefore, companies should promote a culture in which giving and receiving feedback is part of everyday business.

Conclusion

Day-to-day feedback provides supervisors with an effective tool to promote their employees' work engagement. In particular, supervisor feedback unfolds its effectiveness as a job resource, which is particularly important in case of high job demands. The present diary study shows that day-to-day feedback takes effect on the same day. Why not give it a try today?

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