Maastricht University Leading in Learning!

2015 Work Perception Survey

Maastricht University

General survey results

Monstarecon Comm. V

Contents

1 Introduction

The Executive Board attaches great importance to a positive work perception among employees at Maastricht University (UM). The Executive Board therefore commissioned Bureau Monstarecon to survey the work perception and deployability of UM employees.
This survey focuses mainly on employees' motivation and effort. As positive work perception gives a one-sided account of the experience, work stress has also been measured.

On the basis of the theoretical approaches to work perception and work stress (Bakker & Demerouti, 2007; Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Karasek, 1979; Karasek & Theorell, 1990), the current survey focuses on the following aspects:

1) Task demands (demands): the aspects of the work that require energy and can exhaust you (Schaufeli & Taris, 2013).
2) Energy sources (resources): the aspects of the work that can motivate you and energise you whilst also counteracting the negative consequences of the task demands (Schaufeli & Taris, 2013).
3) Outcomes: engagement, creative behaviour, enjoyment of work and need for recovery (see figure 1).

This is referred to as the Demands-Resources (DR) model in literature (Bakker & Demerouti, 2007; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Schaufeli & Taris, 2013).

The employee work perception survey charts these factors, which are known to be critical for the well-being and motivation of employees. The key outcomes are enjoyment of work and need for recovery (De Witte, Notelaers, & Vets, 2010; De Witte, Vets, & Notelaers, 2010; Meijman & Mulder, 1998).

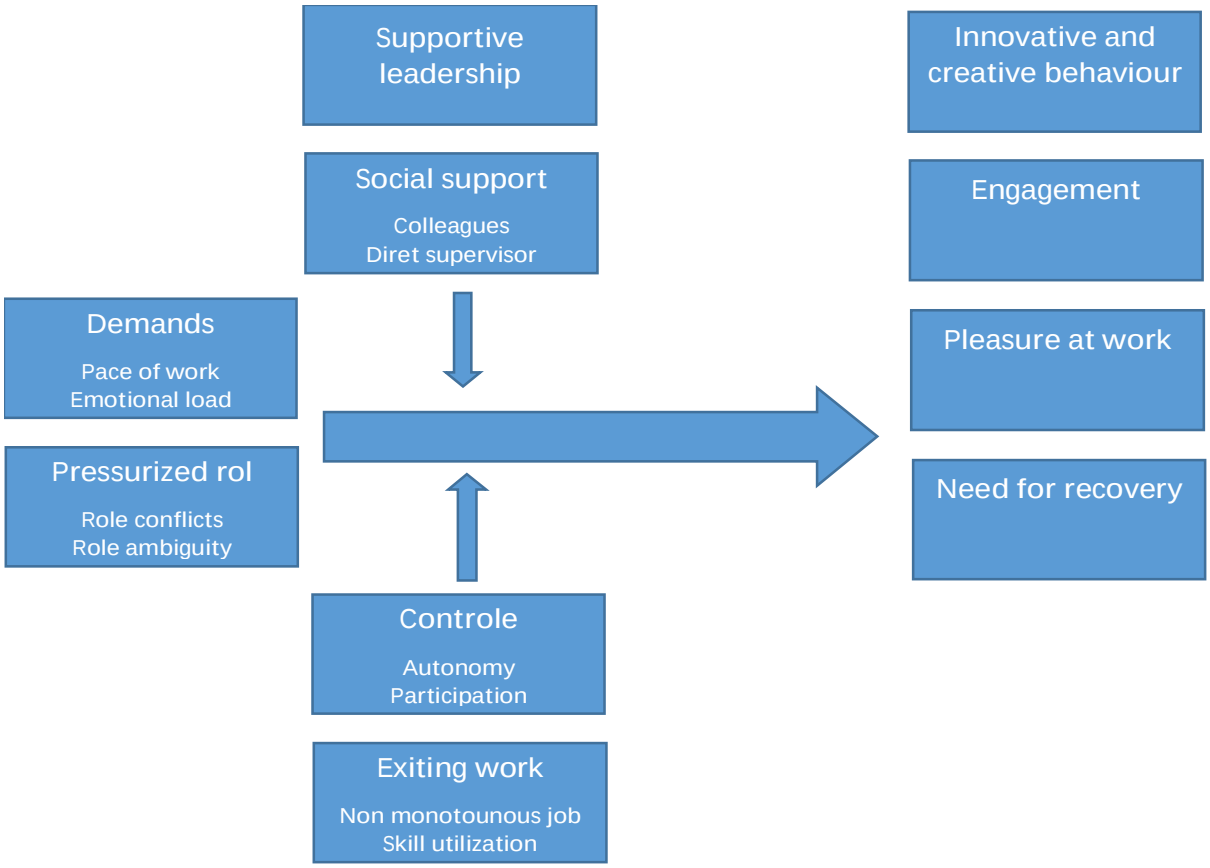

Figure 1 Demands-Resources perspective (Schaufeli & Taris, 2013)

The survey, which was conducted in the period November to December 2015, is a follow-up survey to the survey into work perception among UM staff that was also carried out by Bureau Monstarecon in 2013. The response rate was 43.8%. According to organisational experts, this is higher than the average response rate for an organisational survey (Baruch & Holtom, 2008).

This report provides a general picture of the status for the entirety of UM in 2015. Continuous comparison is also made with the measurement in 2013. The general combined results at faculty and service-centre level are also reported. The more detailed results for the UFO profiles, UFO profiles for the various administrative units, departments within units and research groups will be reported separately to the individual units.

The report primarily sketches a general picture of the work perception among employees, in which positive and negative aspects are covered.

In the following chapters, the results for the entirety of UM and the administrative units are listed consecutively, followed by the results for the non-academic staff, academic staff and PhD candidates. The report ends with a general conclusion.

2 Results

2.1 Response

Of the 4,364 employees, 1,911 (43%) began to fill in the questionnaire, 1,688 of whom completed it. This represents an effective response rate of 39%. The response rate for non-academic staff was 60%, and 35% for academic staff (including PhD candidates). The participation ratio is shown by administrative unit in the following table.

Table 1 Response overview by administrative unit

Administrative unit	Non-response %	Response %
FL	63	37
FHML	66	34
FHS	42	58
FPN	56	44
FASoS	37	63
SBE	64	36
MUO	32	68
FIN	29	71
SSC	39	61
UL	34	66
ICTS	23	77
FS	33	67
Total	57	43

Participation by gender was 47% female and 35% male.

2.2 UM in general

The work perception among UM employees in general is good. No fewer than 88% enjoy their work. Four out of five employees enjoy the work very much and feel committed to the organisation. Around 70% can depend on their colleagues and direct supervisors. More than 80% of respondents have a lot of variety in their work. Although only 55% say that they have input on their work, 70% can work autonomously. In short, UM employees are engaged and enjoy their work. Nevertheless, there is room for improvement in the areas of innovative and creative behaviour.

UM achieves good results, but what can be improved?

A small number of employees do not enjoy their work, do not have input and cannot depend on colleagues (see figure 2). A small fraction has to work very hard (work pace), has unclear tasks (role ambiguity) or come into conflict with others over tasks (role conflict). We also cannot ignore the fact that between 6 and 7% of UM employees state that their relationship with their direct supervisor could be better. Finally, a large group of employees (21.8%) has a very high need for recovery. This is not problematic if the recovery times are monitored, so employees can continue to work with high engagement and enjoyment.

The processing method for the results and methodological justification can be found in Appendix 1. Graphically, the tables are represented according to a traffic-light model, see figure 2.

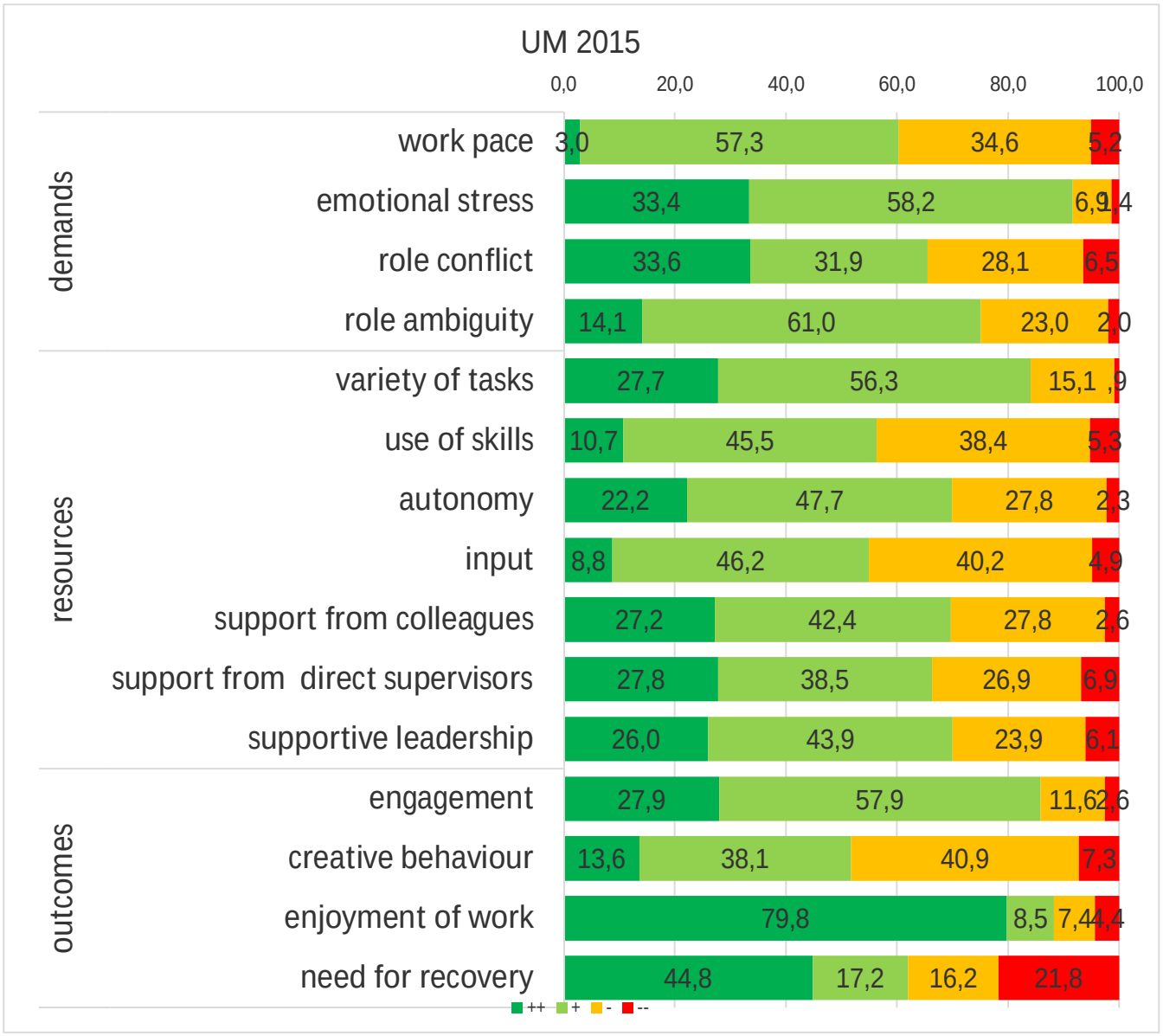

Figure 2 Work perception at UM in %

The UM respondents form a relatively 'healthy' group. The bars in the graph in figure 3 represent the percentage of employees who had a good score ('++' and '+') for the themes of work pace, emotional stress and so on. The results for 2013 are represented by the light blue bar and for 2015 by the dark blue bar. By comparing the two, it is possible to observe trends in progress, stability or deterioration. We describe the trends below.

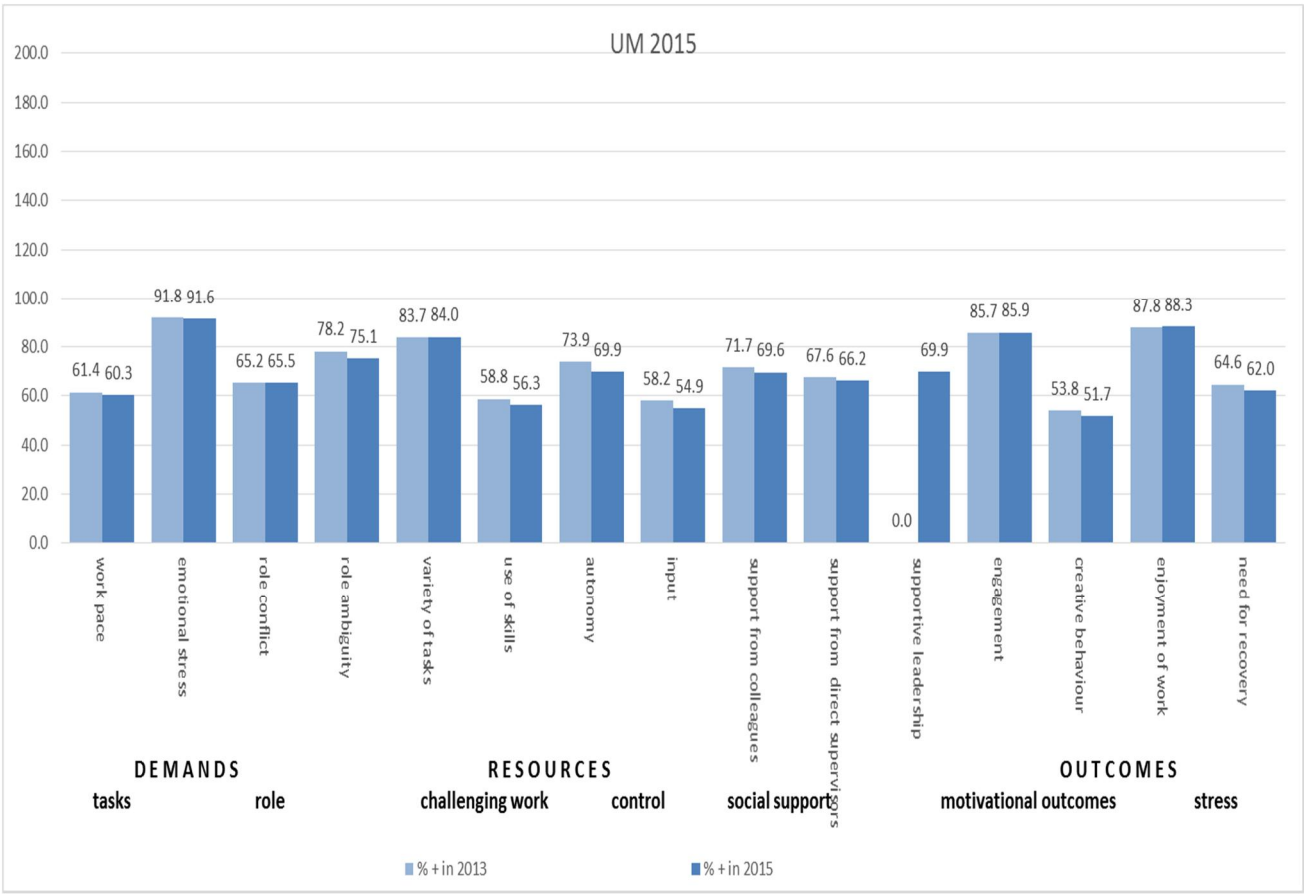

Figure 3 Work perception at UM 2013-2015

Developments

Outcomes (++, +)

The motivational outcomes for enjoyment of work and engagement remain virtually unchanged. The percentage of employees with a positive score for creative behaviour has declined slightly as has the percentage of employees with a good score for need for recovery (-2.6%).

Demands and resources (++, +)

In terms of demands, there is hardly any change between the two measurements. Only the percentage of employees who experience role ambiguity has increased (the percentage with a positive score has decreased by 3%).

Resources (energy sources): the number of employees who find their work challenging remains roughly stable. The number of employees who have control over

their tasks (room to manoeuvre) has decreased slightly, as has the social support that employees experience. This means that employees' resources have decreased slightly.

Focus areas

In 2013 we concluded that UM was doing very well in general but that alongside role ambiguity (unclear about job role), primarily the need for recovery had to be monitored. In 2015 we have concluded that there is an increase in role ambiguity and need for recovery. They remain focus areas.

In the Michigan Model of Stress (Kahn & Byosiere, 1992; Kahn et al., 1964), role ambiguity is seen as an important stress factor (i.e. relationship with stress – need for recovery). The DR model (Bakker & Demerouti, 2007; Schaufeli & Taris, 2013) sees the lack of clarity as an obstacle to engagement and organisational outcomes. Ambiguity can also have more interpersonal outcomes, such as conflicts and, to a lesser extent, bullying. The question remains why employees experience role or task ambiguity. Of course this comes down to finding out in what way or what causes employees to experience role ambiguity. We assume that role ambiguity at the faculties, particularly among academic staff, is part of the job, possibly even part of the growth process. At the service centres and the MUO, the support departments, ambiguity could point to poorly functioning procedures and organisational processes.

2.3 Administrative units

Explanatory notes to the report on the results

The results of the administrative units and other organisational tiers are always presented in this order: outcomes, demands and resources.

Developments

Firstly, we examine the percentage of employees with a positive score (+,++) and compare 2013 with 2015 using bar charts. This enables us to observe trends in improvements and development opportunities. We subsequently examine the potential causes of the level of well-being based on the demands and resources experienced by employees.

Analysis of current situation | risk assessment

Secondly, we analyse the current situation in terms of improvement areas (the -, -- scores) which we visualise in spider charts. We identify the risk situations which we know are associated with a high probability of absence.

Spider charts

The spider charts compare the percentage of respondents with a negative score in a specific tier (administrative unit, role, age, etc.) with the percentage of respondents with a negative score in the relevant reference group, either UM in general, the faculties combined or SC MUO. The result (the solid blue line) indicates the higher or lower percentage of respondents with a negative score compared with the reference group (the 100 line). To indicate whether this poses a higher risk of absence, the solid red line (the 125 line) has been included in the charts. If the blue line crosses the red line - indicating a higher result - this means that a risk situation exists.

Risk limit | 125 line

The analysis at unit, role and other sub-levels in 2013 showed that when demands and resources exceeded the 125 line, there was a significantly greater chance of lack of engagement, less enjoyment of work and more need for recovery. Calculations based on the Monstarecon database resulted in the same limit value for the outcomes relating to enjoyment of work and need for recovery. If an aggregation level exceeds the limit of the 125 line, there is a higher chance of health complaints and absenteeism. The 125 line therefore serves as the limit value.

Reference groups

The spider charts show the results of the separate units compared with the following references: the average of the six faculties represents the reference group for the faculties, the average of the service centres and MUO represents the reference group for the service centres and MUO, and the reference for the results at job level, and gender is the UM average.

2.3.1 Faculty of Law (FL)

Developments

Outcomes (++,+)

Compared with 2013, the situation is almost stable for the work perception outcomes on engagement, enjoyment of work and need for recovery. Creative behaviour has emerged as an opportunity for improvement (almost 5% of employees score worse on creative behaviour).

Demands and resources (++, +)

The demands experienced by FL employees have declined compared with 2013. The percentage of employees who score well in this area in 2015 is visibly higher. The work pressure has clearly decreased, with 9.5% more respondents reporting that the work pace is good.

We can also see progress in terms of resources, primarily as 13% more employees experience high autonomy. Input and support from direct supervisors have also improved slightly.

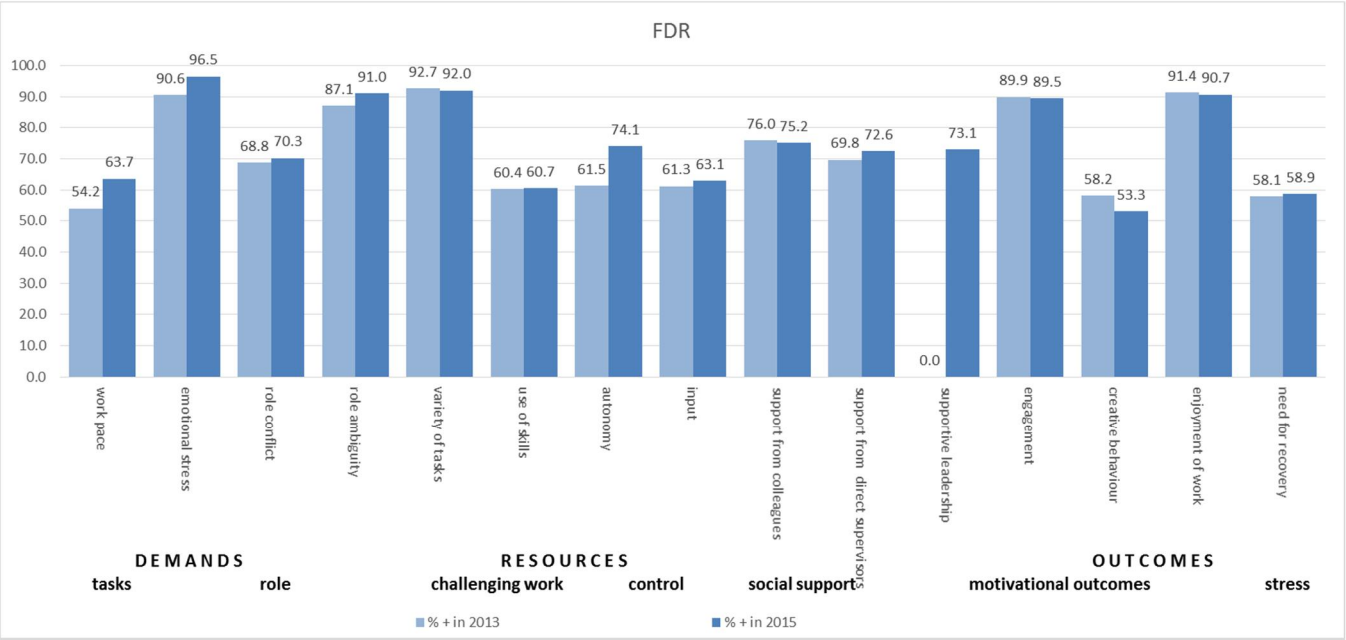

Figure 4 Work perception at FL 2013-2015

Analysis of current situation | risk assessment

If we compare the current situation at FL with the current situation at the faculties, we can see that FL scores well compared with the reference group.

Outcomes (--, -)

The outcomes show that the scores for need for recovery and creative behaviour, as well as for enjoyment of work and engagement have improved.

Demands and resources (--, -)

The positive scores for demands, emotional stress and role ambiguity are notable. FL also scores more favourably in the area of resources, especially when it comes to variety of the work.

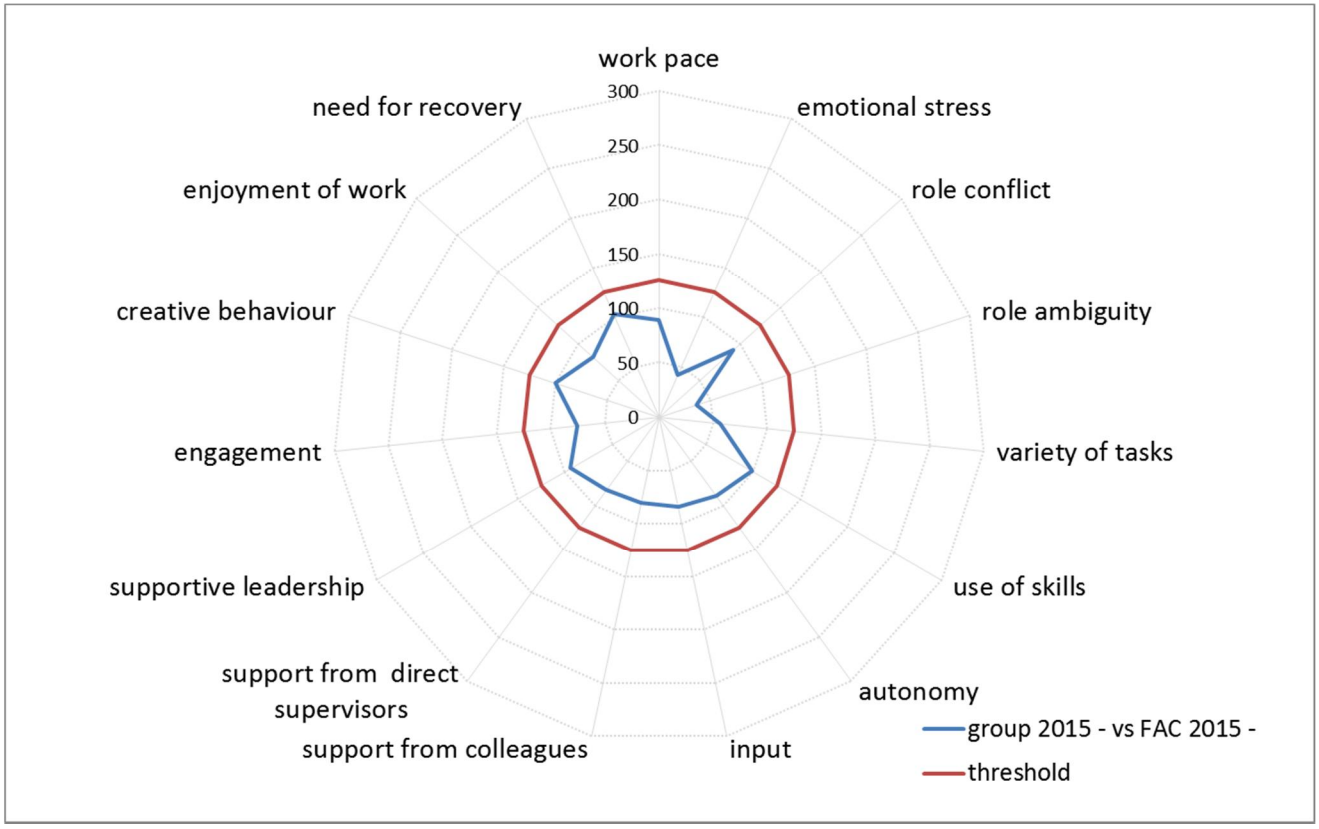

Figure 5 FL in comparison with the faculties

2.3.2 Faculty of Health, Medicine and Life Sciences (FHML)

Developments

Outcomes (++, +)

Compared with 2013, the positive scores have declined slightly at FHML, except for the score for enjoyment of work. The decrease in favourable scores is highest in the need for recovery, specifically 4.6%.

Demands and resources (++, +)

The scores for demands and resources have declined slightly (1% on average). When comparing demands and resources with the 2013 outcomes, the less favourable score for the need for recovery at FHML (68.3% in 2013 and 62.7% in 2015) cannot be directly explained on the basis of the average 1% decline in demands and resources.

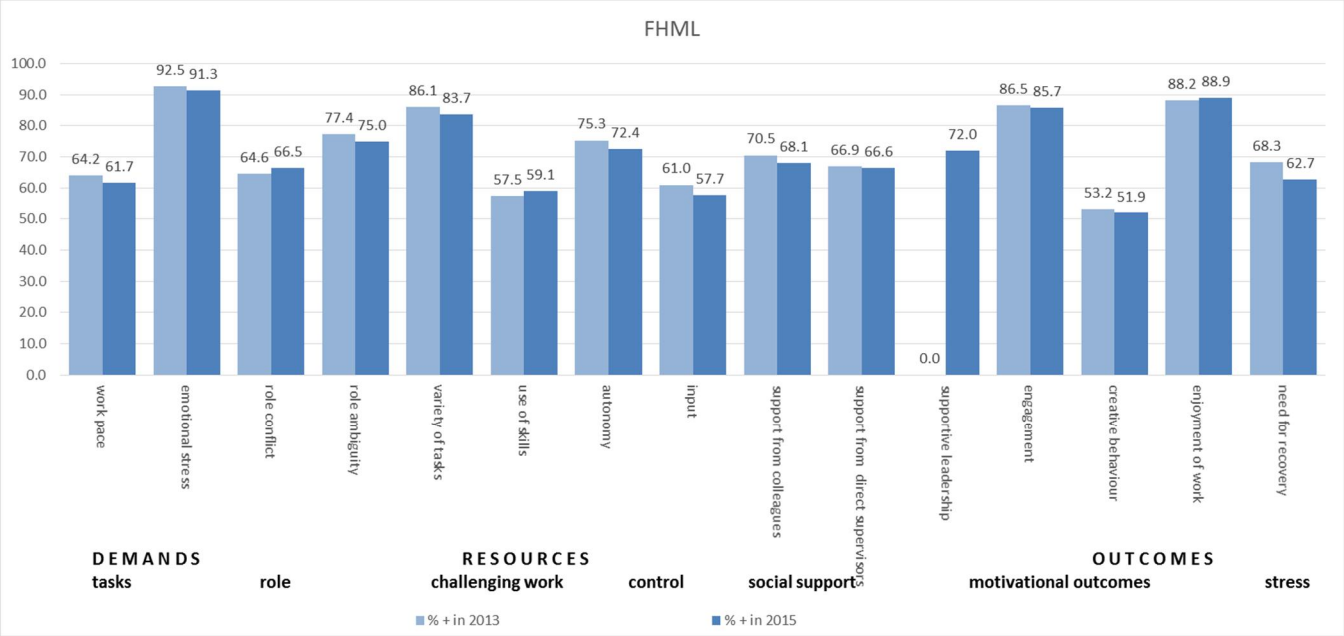

Figure 6 Work perception at FHML 2013-2015

Analysis of current situation | risk assessment

Considering the size of FHML and the proportion this faculty represents in the reference group 'faculties in general', it is no surprise that FHML equals the virtual 100 line in many dimensions.

Outcomes (--, -)

The outcomes do not deviate from the reference group.

Demands and resources (--, -)

The only deviation we can see compared with the reference group is variety of work. Nearly 1.2 times as many FHML employees (20%) indicate that there is little or no variety in their work.

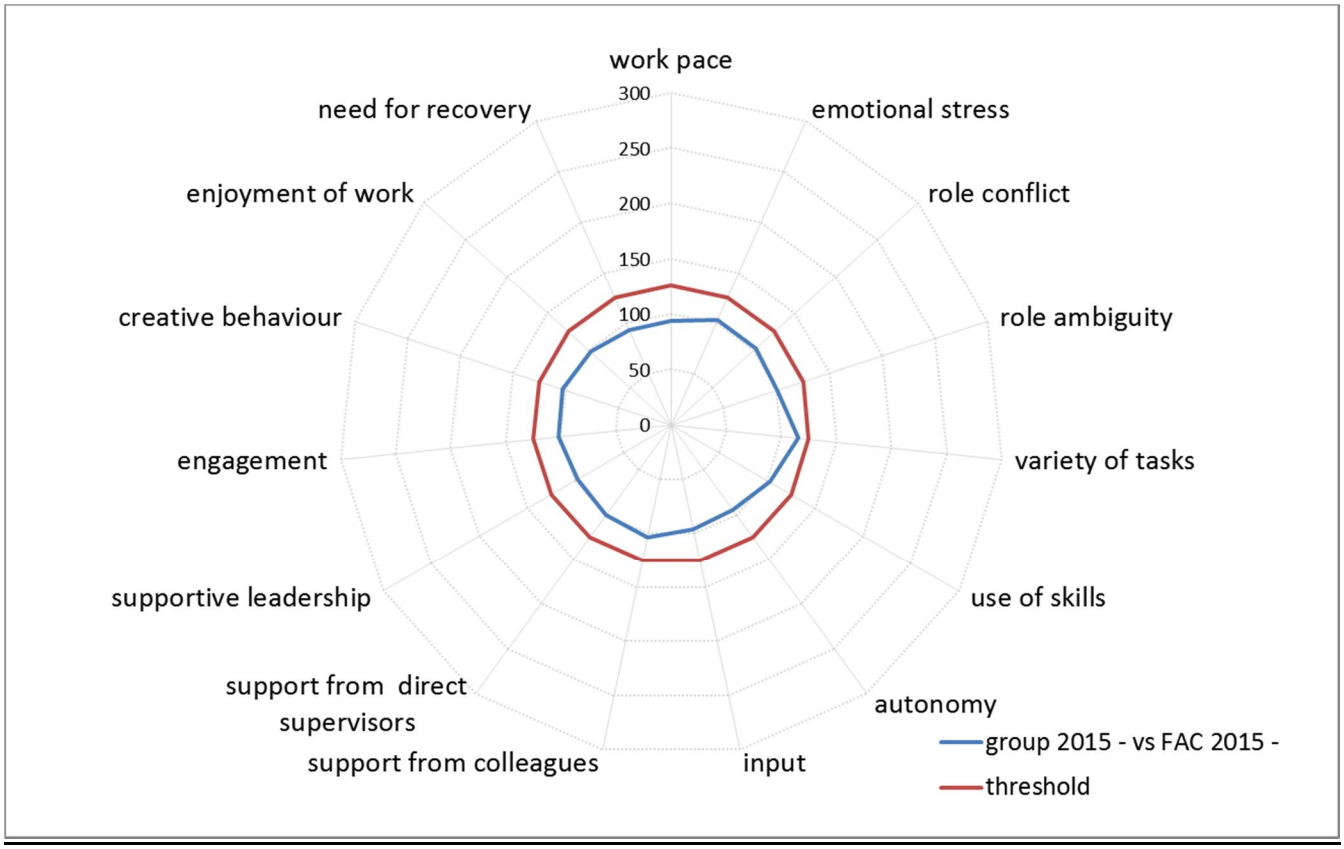

Figure 7 FHML in comparison with the faculties

2.3.3 Faculty of Humanities & Sciences (FHS)

Developments

Outcomes (++, +)

The motivational outcomes show that engagement and enjoyment of work almost seem to be connected through an equal and opposite reaction: the increase in engagement is almost the same percentage as the decrease in enjoyment of work. The percentage of employees who score well on creative behaviour has deteriorated by 11.1%. When it comes to the stress outcome, we can see that the number of employees with a low need for recovery has increased by almost 8%.

Demands and resources (++, +)

The task demands or demands at FHS have remained stable overall. The number of respondents who scored positively on the item work pace increased. No clear trend can be identified for resources. Depending on the sub-dimension, the percentages are either higher or lower. The decrease in positive scores is generally somewhat greater than the increase. Whilst 2.5% more FHS employees consider their package of tasks varied, 8% fewer employees believe that their skills are being utilised. Whilst 1% more employees experience support from their direct supervisors, 6.4% fewer employees experience support from their colleagues. The increase in input is at the same level as the decrease in autonomy.

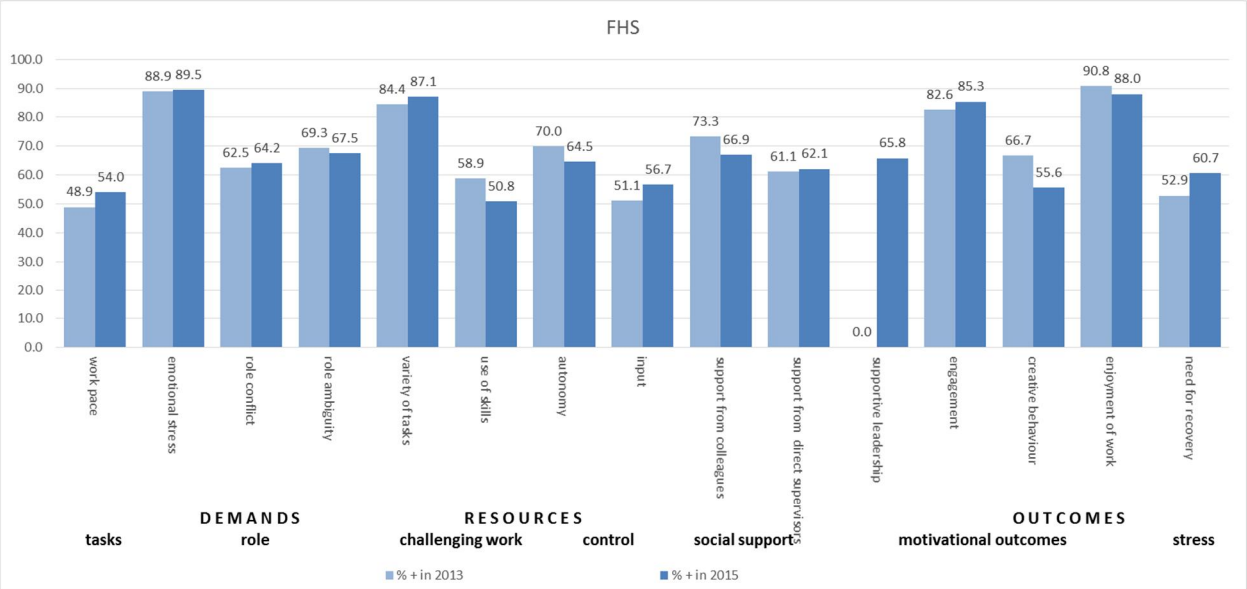

Figure 8 Work perception at FHS 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

The outcomes show that FHS scores the same as the reference group.

Demands and resources (--, -)

Various demands and resources have reached the limit value of 125. This means that there is a higher probability of absence. There are proportionally more employees who experience high emotional stress, report a lot of ambiguity in tasks, see their skills as underused and in their experience have little autonomy. The new scale in this survey that assesses supportive leadership indicates that there are 1.2 times as many FHS employees who experience little supportive leadership.

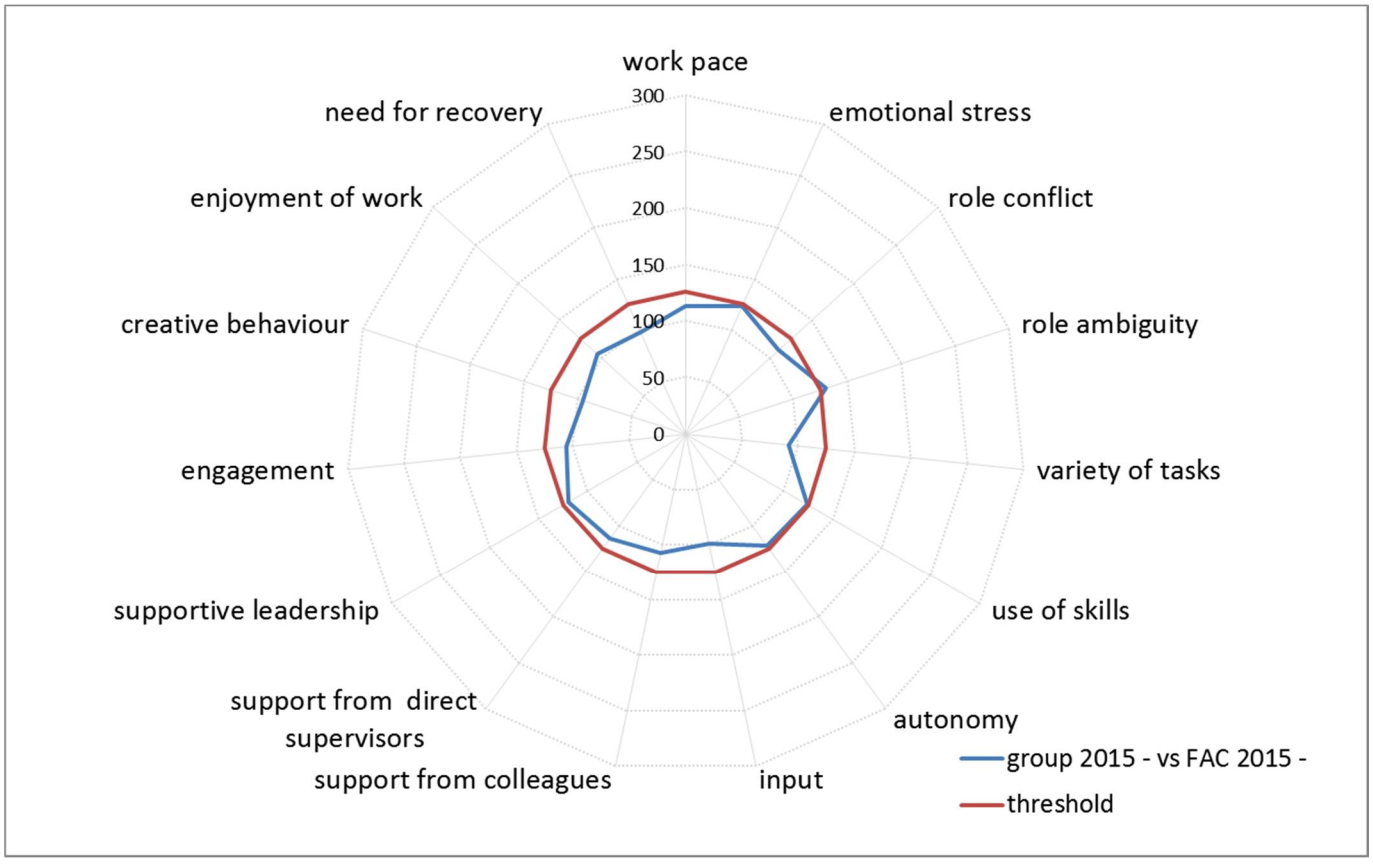

Figure 9 FHS in comparison with the faculties

2.3.4 Faculty of Psychology and Neuroscience (FPN)

Developments

Outcomes (++, +)

Enjoyment of work and the level of engagement experienced by employees remains almost on par with 2013. The number of employees with a good score on need for recovery declined slightly by 2.6%. The number of employees with a good score for creative behaviour reflects a sharper decline of almost 13%.

Demands and resources (++, +)

The task demands of FPN employees have increased. The most striking increase is in relation to the role demands. There are 13% fewer FPN employees who consider their work clear and 5% fewer FPN employees who experience hardly any or few role conflicts.

We can also see a reduction in the percentages for resources. Primarily control and social support have deteriorated.

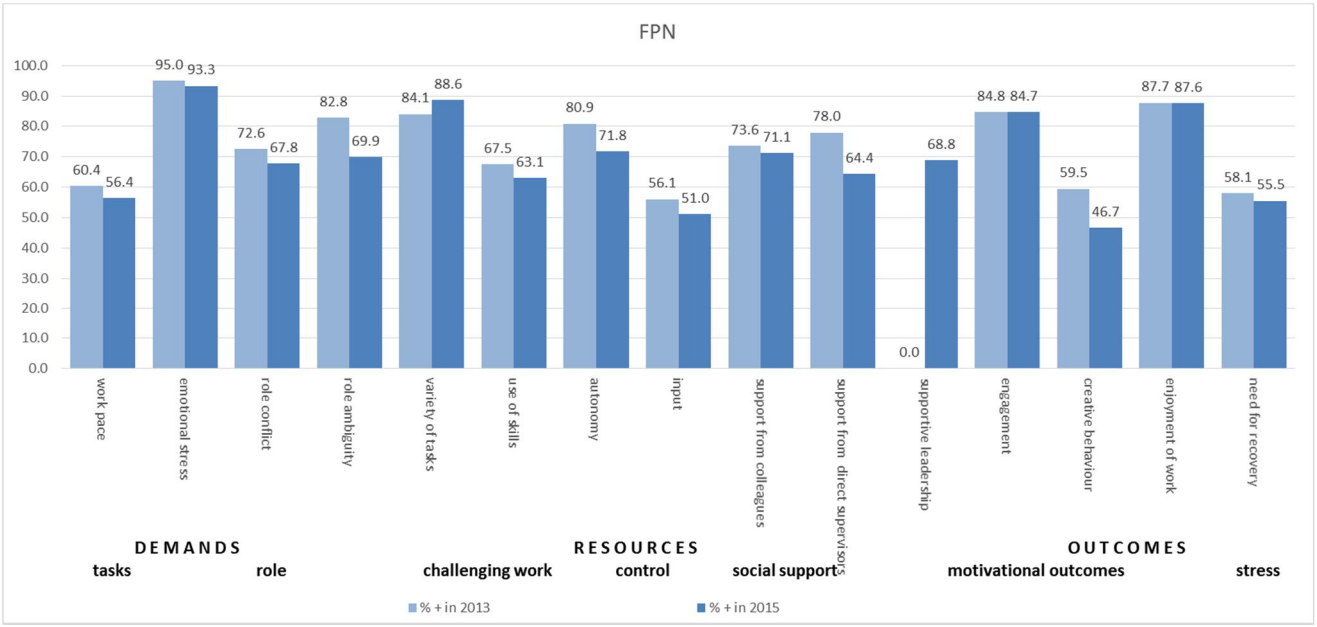

Figure 10 Work perception at FPN 2013-2015

Analysis of current situation | risk assessment

If we compare FPN with its reference group, we cannot see any major deviations in general and certainly no deviations that exceed the limit value of 125.

Outcomes (--, -)

All the outcomes are slightly higher than those of the reference group.

Demands and resources (--, -)

There are proportionally more employees with a negative score for role ambiguity and input than at the other faculties in general.

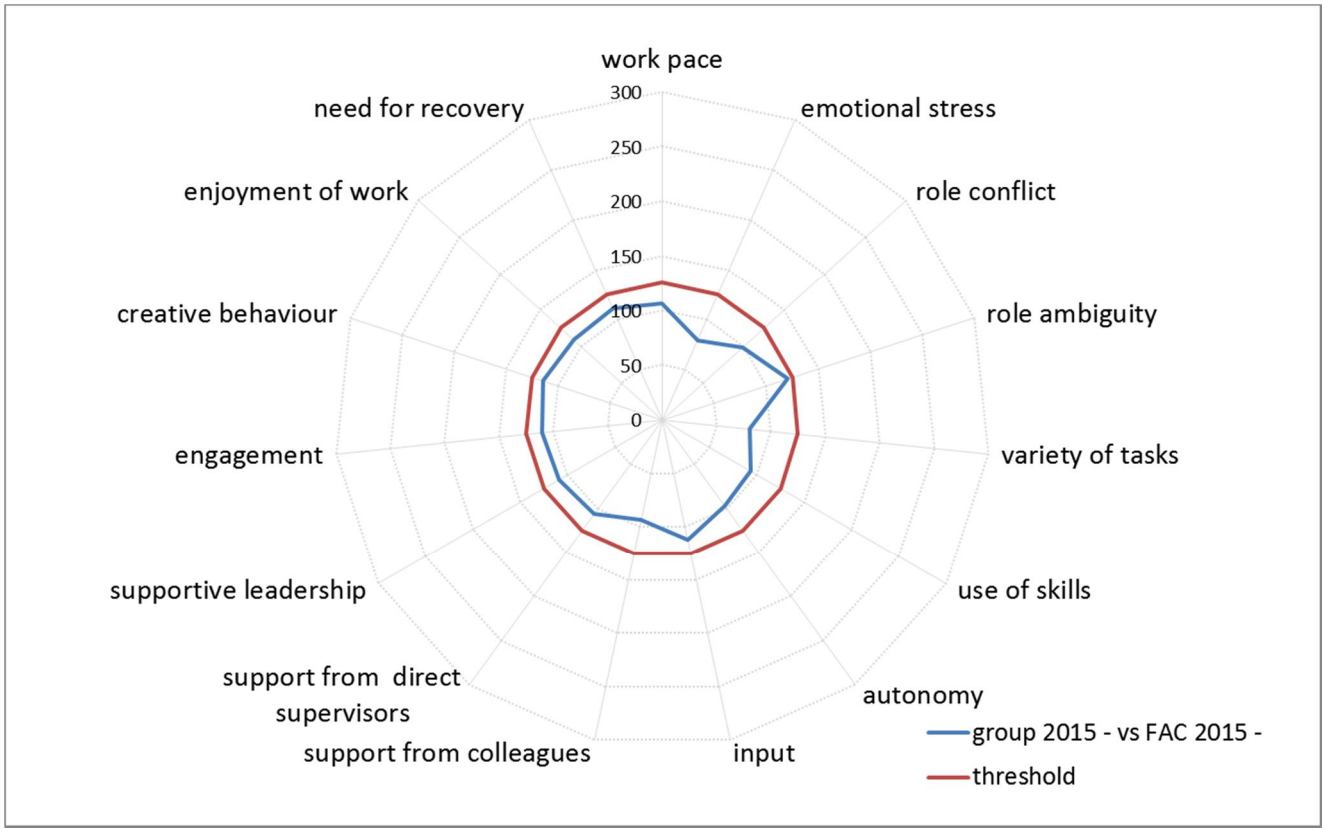

Figure 11 FPN in comparison with the faculties

2.3.5 Faculty of Arts and Social Sciences (FASoS)

Developments

Outcomes (++, +)

The outcomes show that the situation is deteriorating in comparison with 2013. The number of engaged respondents has decreased by 8% and the number of respondents who enjoy their work has decreased by 10%. A positive development is the fact that creative behaviour has increased (+3.8%) and that the number of employees with a low need for recovery has decreased marginally (-2.4%).

Demands and resources (++, +)

In terms of demands, the role issues at FASoS have improved somewhat but work pressure has increased. Whilst there are now 3.3% more employees who experience hardly any or few role conflicts, there are 7.2% fewer employees who find the work pace adequate.

In terms of resources, there is a deterioration, except with regard to support from colleagues. The decrease in the percentage of employees who score well on control is the most notable here, at 16%.

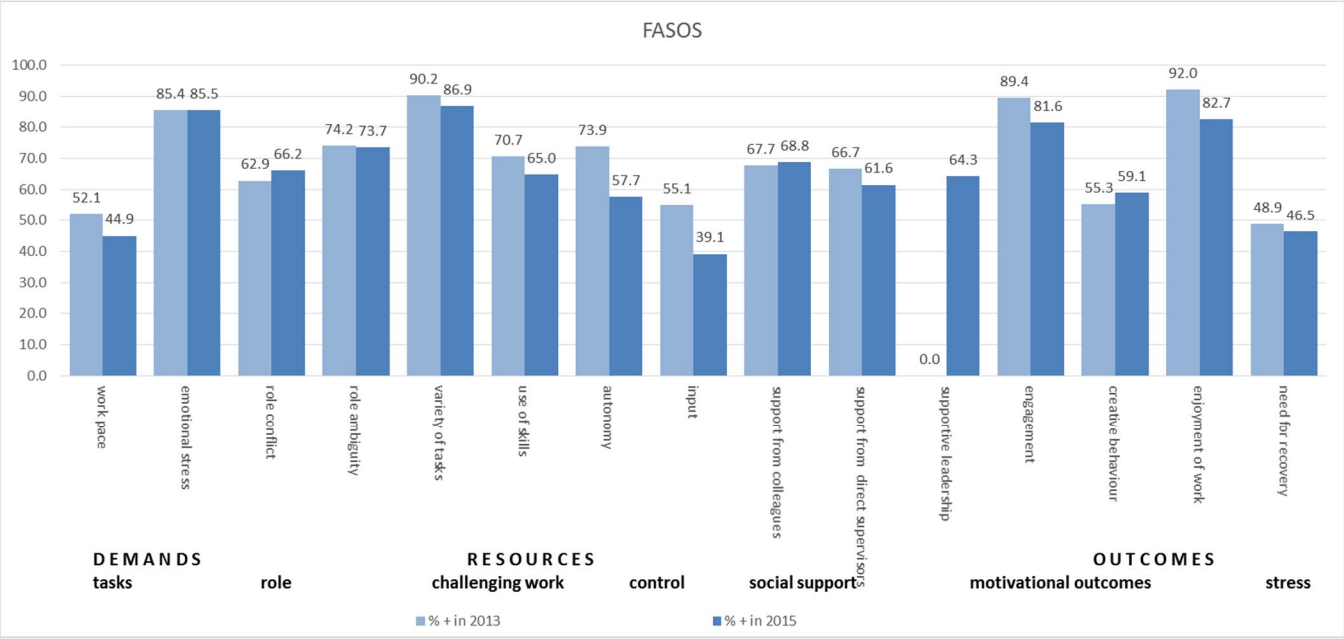

Figure 12 Work perception at FASoS 2013-2015

Analysis of current situation | risk assessment

When comparing the results of FASoS with those of its reference group 'faculties in general', we note that a number work aspects need to be addressed.

Outcomes (--, -)

The level of work enjoyment experienced by FASoS employees is significantly lower (around 50%), they feel less involved (around 30%) and/or have a greater need for recovery.

Demands and resources (--, -)

Around 35% more FASoS employees report a high work pace and 60% more employees experience high emotional stress.

Around 40% more FASoS employees experience little input and autonomy.

The high emotional stress was also reported in 2013. At that time, twice as many FASoS employees indicated that they experienced high emotional stress in comparison with the institution-wide results. This also applied to the number of employees who reported little control. There has unfortunately not been any progress concerning these items.

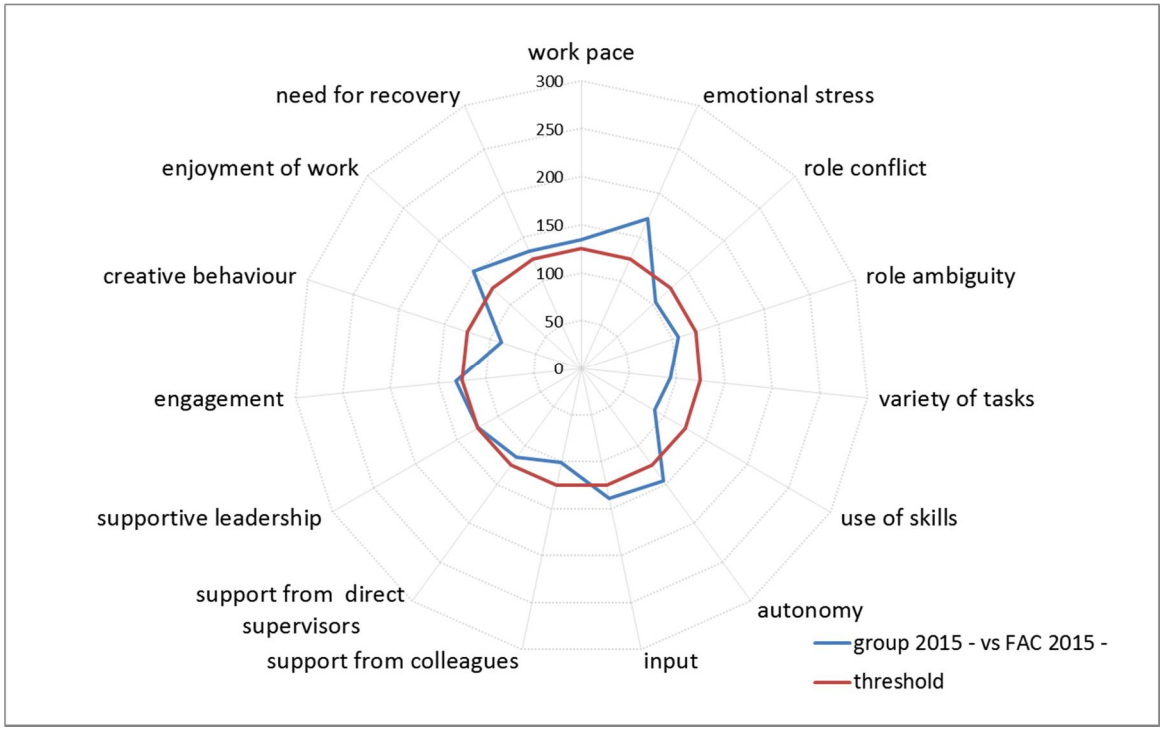

Figure 13 FASoS in comparison with the faculties

2.3.6 School of Business and Economics (SBE)

Developments

Outcomes (++, +)

In terms of the motivational outcomes relating to engagement and creative behaviour, hardly any change from 2013 can be seen. The percentage of SBE employees who enjoy their work has risen by 2%. In the area of work stress, the number of employees who experience little need for recovery has declined by 2%.

Demands and resources (++, +)

In terms of demands, we can see that the work pressure has also risen slightly at SBE. The number of employees who experience no or few role conflicts has decreased by almost 5% and the number of employees who judge their work to be clear has fallen by almost 8%.

The percentage of SBE employees who score well for resources - in line with the general trend - is slightly lower than in 2013. We can see a slight increase only in variety of work.

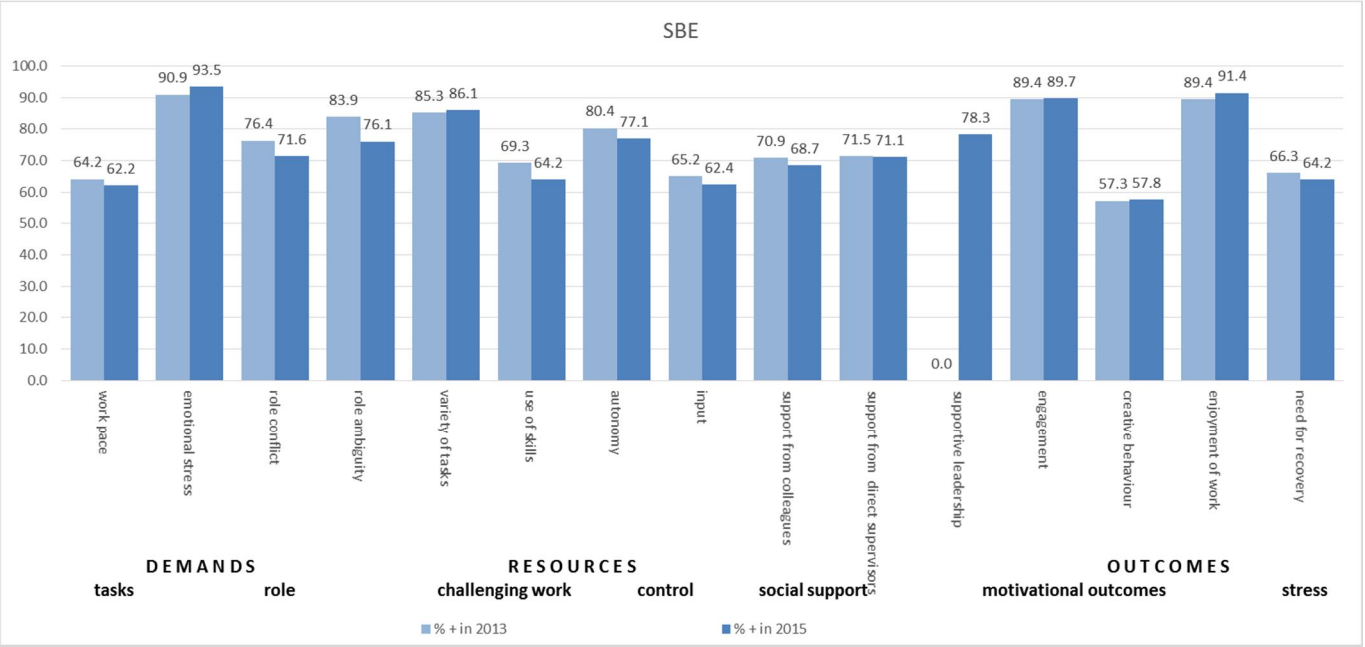

Figure 14 Work perception SBE 2013-2015

Analysis of current situation | risk assessment

Compared with the reference group 'faculties in general', SBE is doing well.

Outcomes (--, -)

It is striking that enjoyment of work and engagement is greater than among the reference group.

Demands and resources (--, -)

The score for nearly every dimension is either lower than or almost the same as the virtual 100 line.

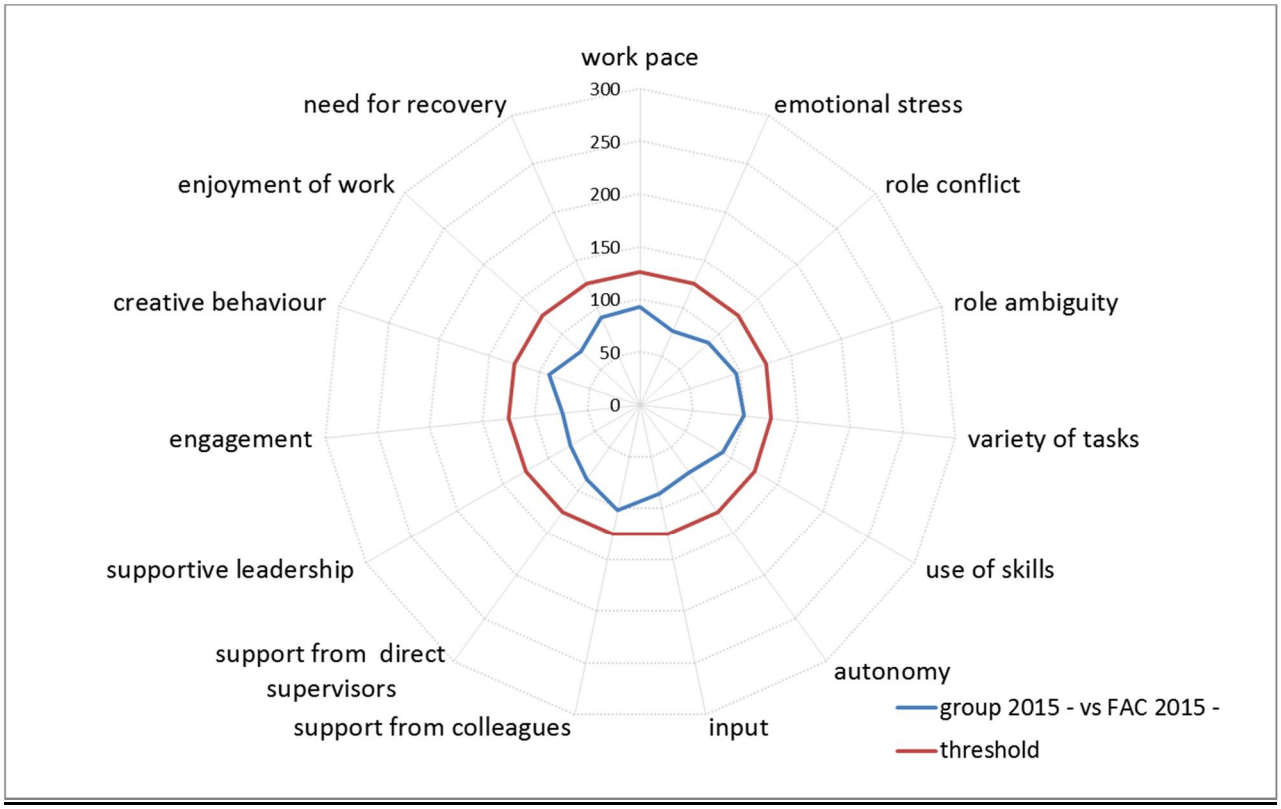

Figure 15 SBE in comparison with the faculties

2.3.7 Service centres and MUO

Here, the virtual 100 line in the spider charts shows the reference group for the Service Centres and MUO.

2.3.7.1 Facility Services (FS)

Developments

Outcomes (++, +)

The number of employees at FS who score positively in terms of the outcomes has deteriorated by an average of 9%.

Demands and resources (++, +)

At FS, task demands have increased in comparison with 2013. On average, the number of employees who score positively on the four job demands has decreased by 6.5%.

The development within resources is not so clear. Whilst the number of employees who score positively on variety of the work and social support from colleagues has increased, the number for autonomy, input and support from direct supervisors has decreased. So the situation has deteriorated in 2015.

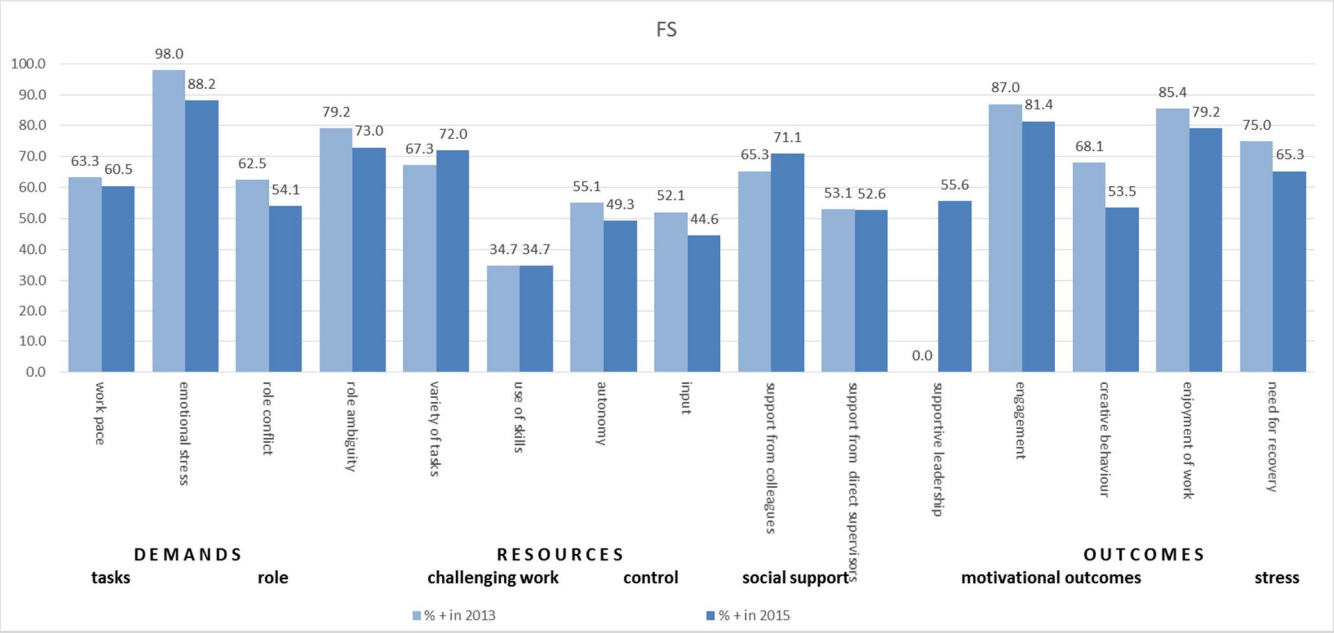

Figure 16.1 Work perception at FS 2013-2015

Analysis of current situation | risk assessment

A number of dimensions exceed the risk limit value of 125 if we compare FS with the SC MUO reference group.

Outcomes (--, -)

The outcomes show that 60% more FS employees experience little enjoyment in their work. The number who feel little engagement has declined noticeably (25%).

Demands and resources (--, -)

There are 1.5 times (cf. 150%) as many employees at FS who are highly emotionally stressed.

The number of employees who have a lack of resources is notable: around 25% more employees experience their work as not very challenging, 50% more FS employees seldom have autonomy in their tasks and almost 30% more employees experience little support from leadership.

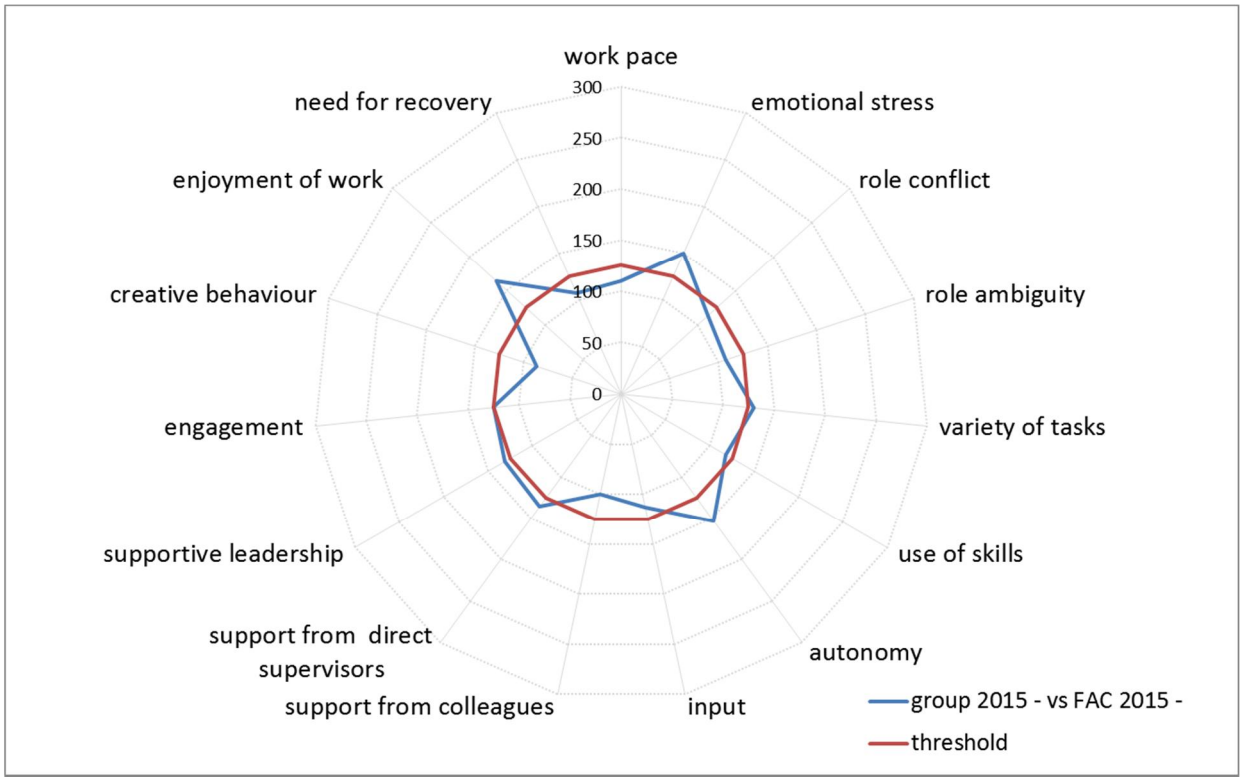

Figure 16.2 FS in comparison with SC MUO

2.3.7.2 Finance (FIN)

Developments

Outcomes (++, +)

The number of Finance employees who score well has improved slightly compared with 2013. Engagement, enjoyment of work and need for recovery reflect a slight increase (+2%). Creative behaviour is the only area that reflects a marginal decline (-0.5%).

Demands and resources (++, +)

There is almost no change in the area of task demands compared with 2013. However, we can see that 5% fewer employees are exposed to emotional stress. In terms of resources, a decrease is visible in the percentage of employees scoring well, except in variety of the work. This decrease is greatest in the area of use of skills (-12%), autonomy (-8%) and input (-7%).

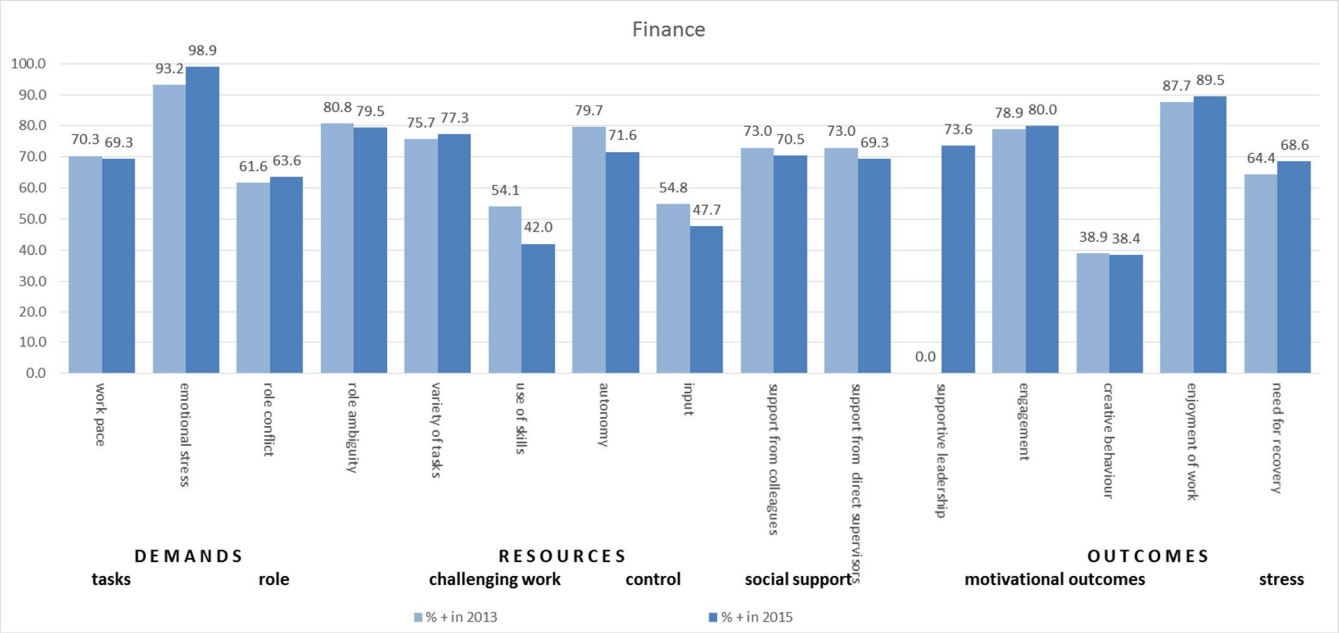

Figure 16.3 Work perception at FIN 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

The spider chart that compares Finance with the SC MUO reference group shows that the number of respondents who report little engagement is 25% higher.

Demands and resources (--, -)

As engagement is a focus area, the recommendation is to focus on the dimensions of challenging work and control, which slightly exceed the 100% limit.

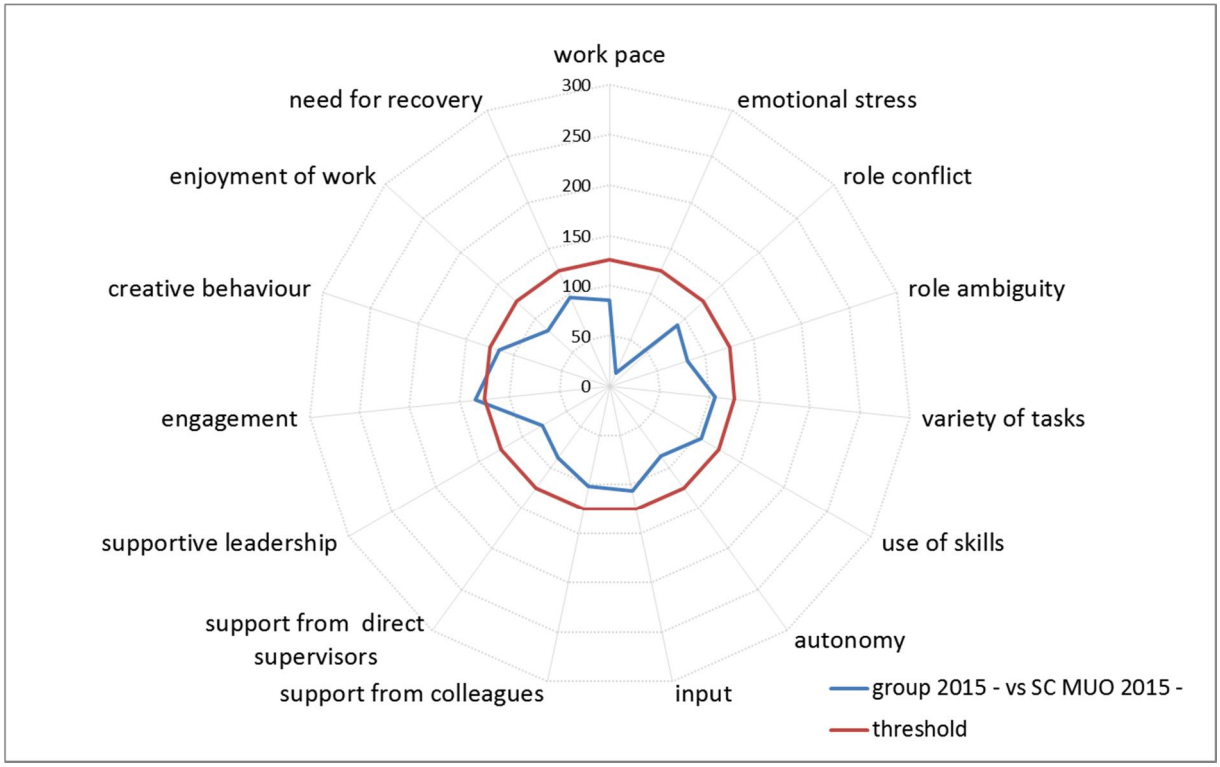

Figure 16.4 Finance in comparison with SC MUO

2.3.7.3 ICT Service Centre (ICTS)

Developments

ICTS scores less well on a number of dimensions in comparison with 2013. ICTS scores better on work pace, creativity and support from colleagues in 2015.

Outcomes (++, +)

Looking at the outcomes, ICTS shows a deterioration in almost all dimensions in comparison with 2013. Only creative conduct has improved (6%).

Demands and resources (++, +)

In terms of demands, 75% of ICTS employees report that they find the work pace good, which is a clear increase over 2013. However, the work is more emotionally stressful than previously. There is also more ambiguity (-14%) and the work involves more role conflicts (-6%).

In terms of resources, it is striking that the number of employees who think their skills are used often has decreased by almost 10%. Incidentally, this is equal to the level at SC MUO in general, 33%. The number of respondents who often had input and often experienced support from their direct supervisors also decreased (-4.9% and -6.9% respectively).

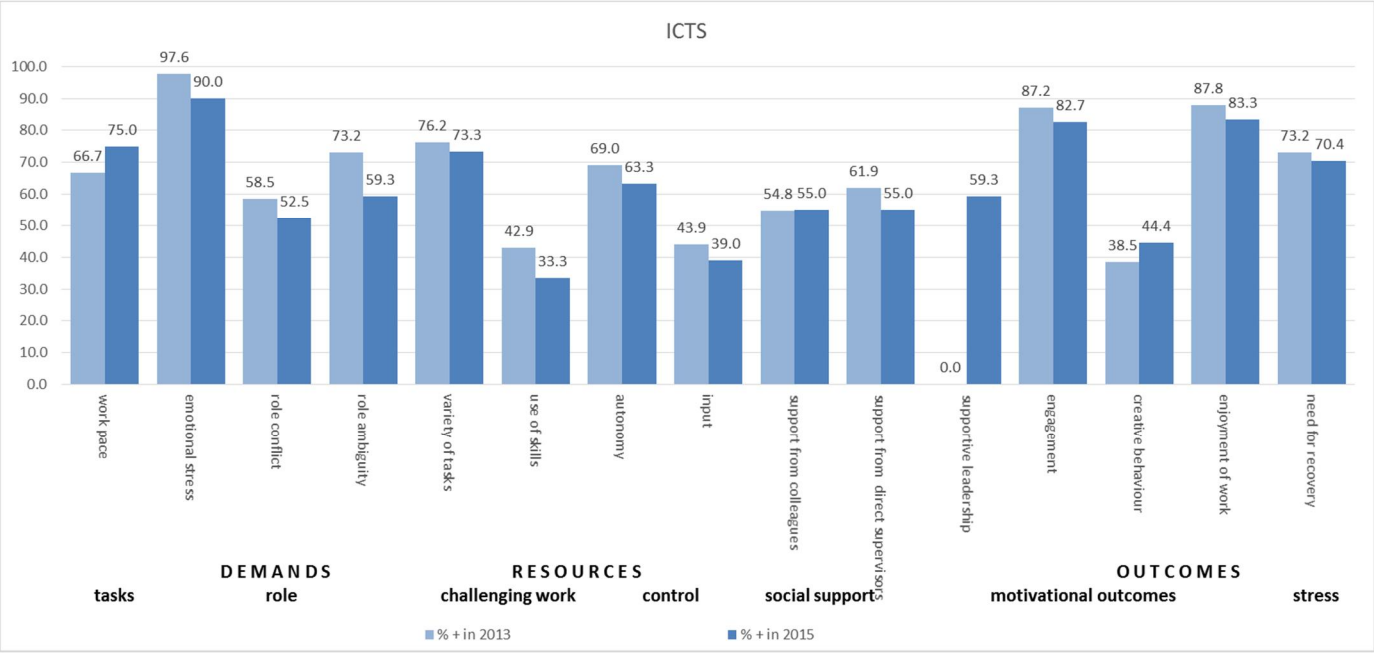

Figure 16.5 Work perception at ICTS 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

Lack of enjoyment of work is a focus area for ICTS (above the 125 line), while the need for recovery is lower than the SC MUO score.

Demands and resources (--, -)

In terms of demands, it is striking that work pace scores well but that both emotional stress and role ambiguity are aspects that need to be addressed. Role conflict occurs more often at ICTS than at SC MUO.

In terms of resources (energy sources), ICTS reflects poorer scores for all dimensions than the reference group. The scores for the dimensions of lack of support from colleagues, lack of control and lack of use of skills are particularly striking.

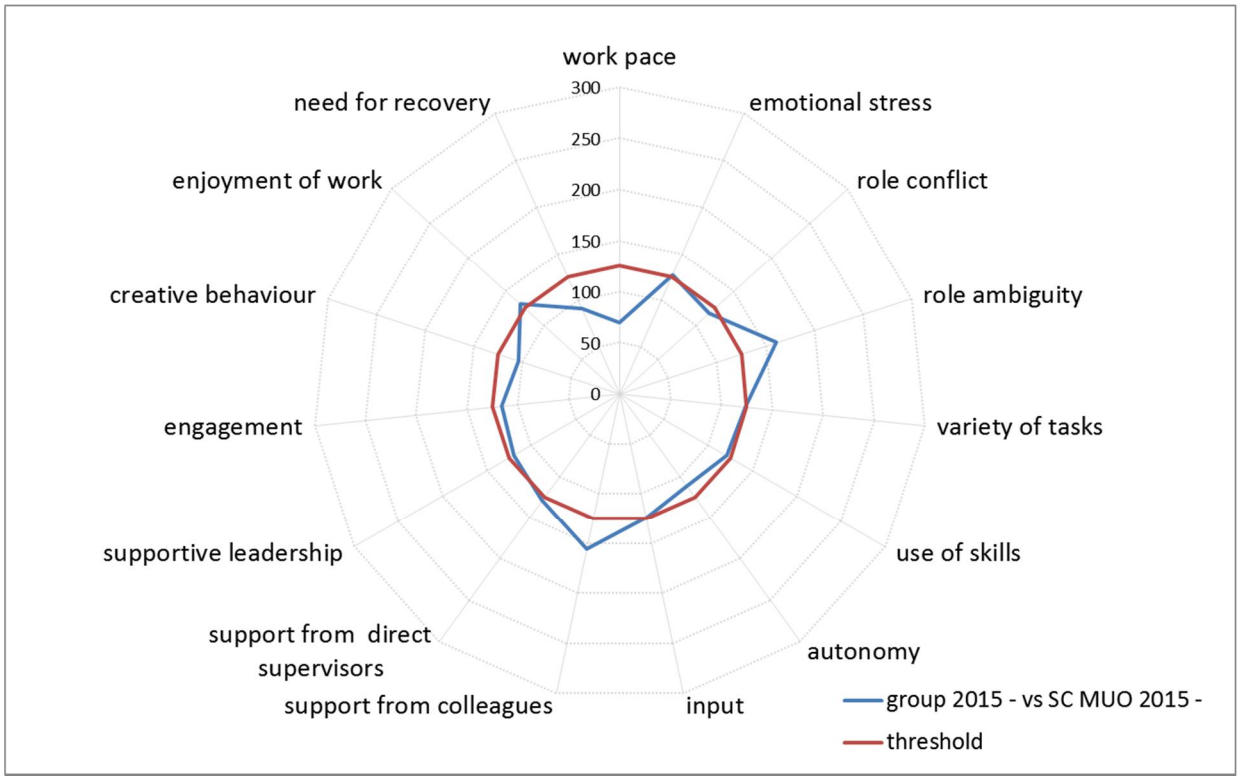

Figure 16.6 ICTS in comparison with SC MUO

2.3.7.4 Student Services Centre (SSC)

Developments

Outcomes (++, +)

The percentage of SSC employees who are engaged and enjoy their work has risen by 7%. In the areas of creativity and need for recovery, there has been no progress. On the contrary, the number of employees at SSC who often show creativity has decreased by 7%, as has the number who recognise little need for recovery (-7.4%).

Demands and resources (++, +)

SSC is going against the tide. Progress is being made in terms of both demands and resources. The percentage of employees who score positively on these scales is higher than in 2013 (6%).

Where demands are concerned, the work pace is particularly striking: 13% more employees have indicated that the work pace is good. One negative aspect is that role ambiguity has risen by 6.7%

Overall, resources reflect a sharp increase (between 5% and 10%).

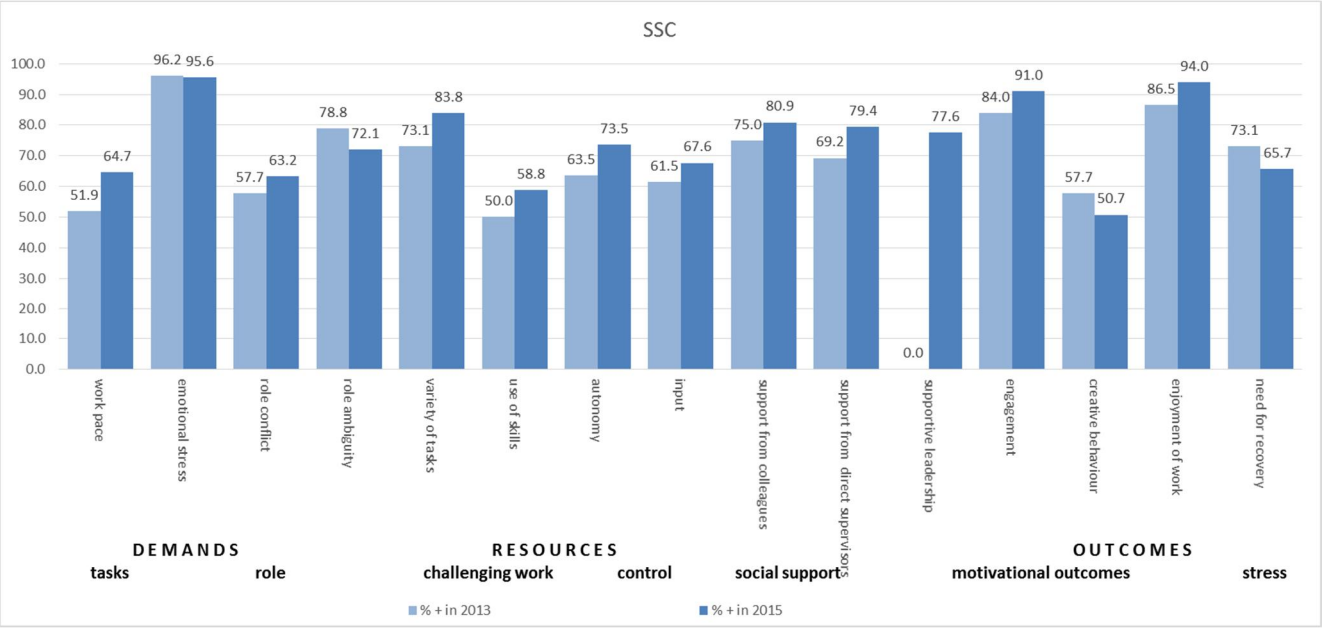

Figure 16.7 Work perception at SSC 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

SSC employees show a great deal of engagement as well as enjoyment in their work in comparison with the SC MUO reference group, although they score slightly higher on need for recovery.

Demands and resources (--, -)

SSC scores well for most dimensions. The score for emotional stress is particularly striking. Only work pace and role ambiguity are slightly higher.

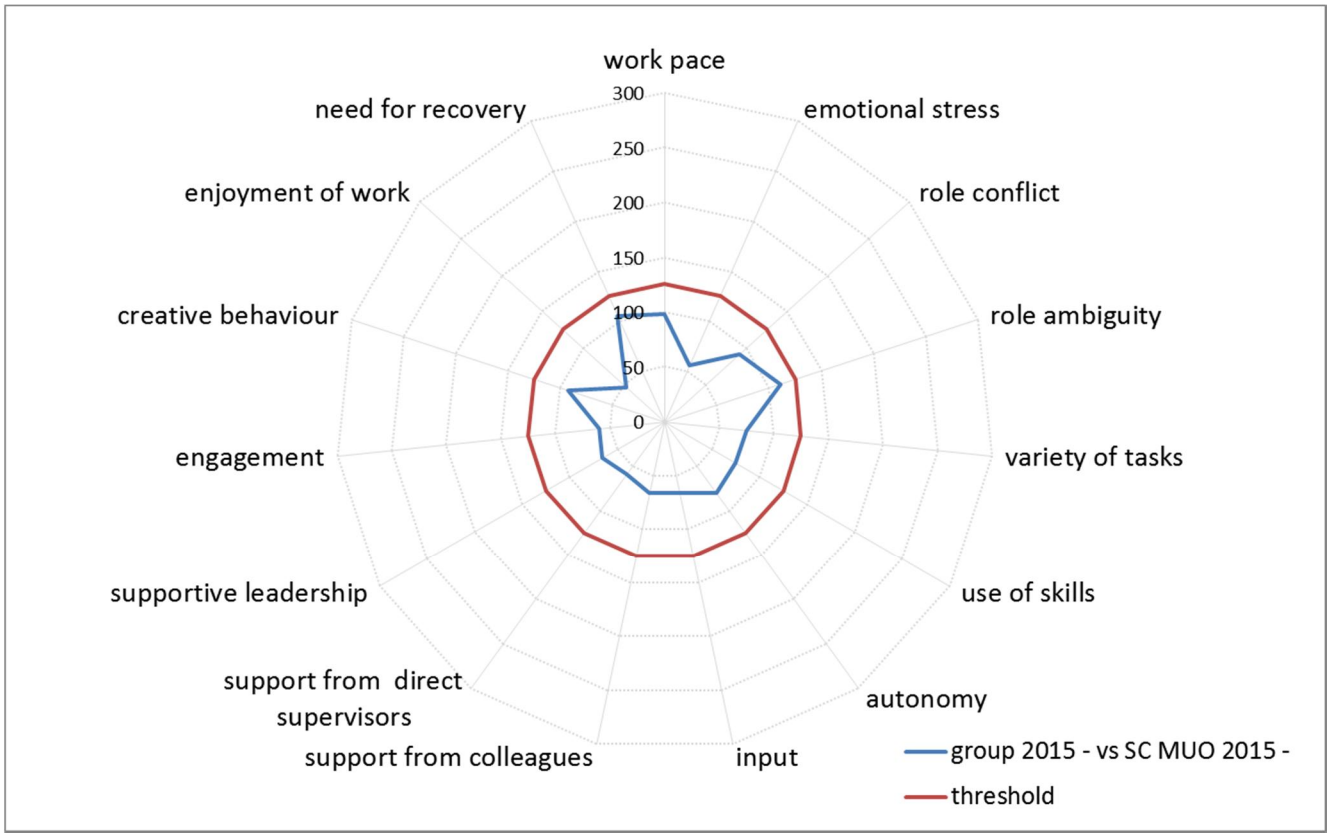

Figure 16.8 SSC in comparison with SC MUO

2.3.7.5 University Library (UL)

Developments

Outcomes (++, +)

In terms of motivational outcomes, enjoyment of work remains high. A slight decline can be seen in terms of creative behaviour and engagement. The number of employees who have little need for recovery, in turn, has increased by almost 4%.

Demands and resources (++, +)

It is difficult to say how the demands were experienced by UL in 2015. Besides the progress made in the areas of work pace and role ambiguity (+6% and +12% respectively), emotional stress and role conflict have decreased (-5%).
The resources seem to have deteriorated slightly (-3.5%), except for input.

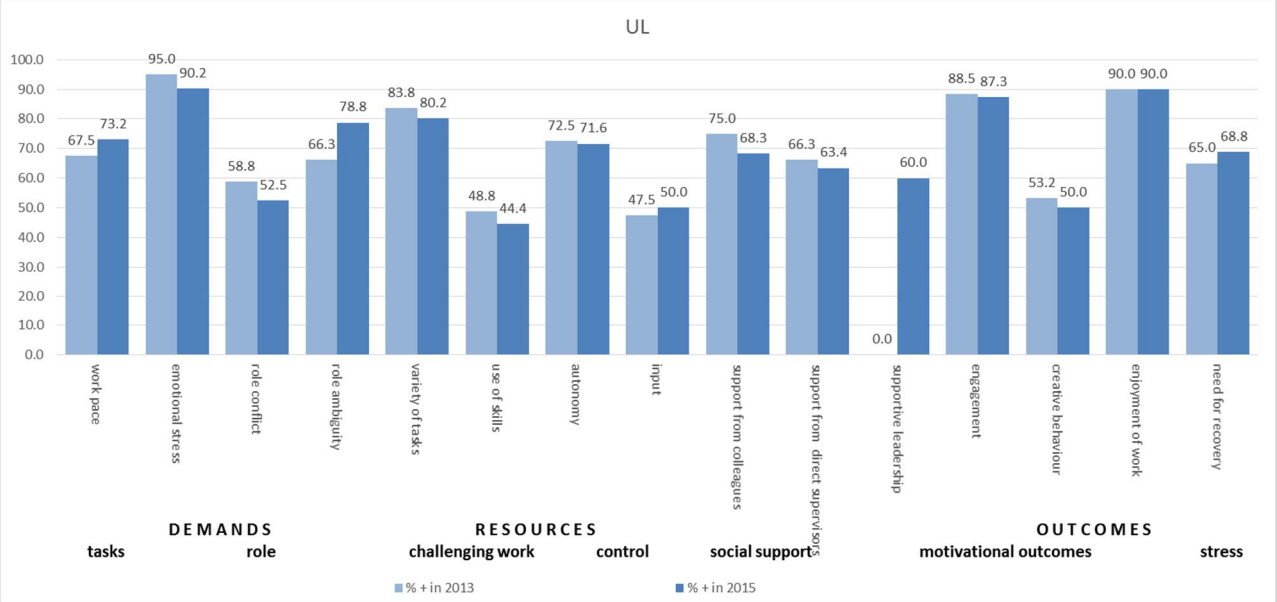

Figure 16.9 Work perception at UL 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

UL scores better overall than the SC MUO reference group.

Demands and resources (--, -)

The spider chart reveals a number of areas that need to addressed. In comparison with the reference group, UL employees experience more emotional stress, more role conflict and less support from leadership.

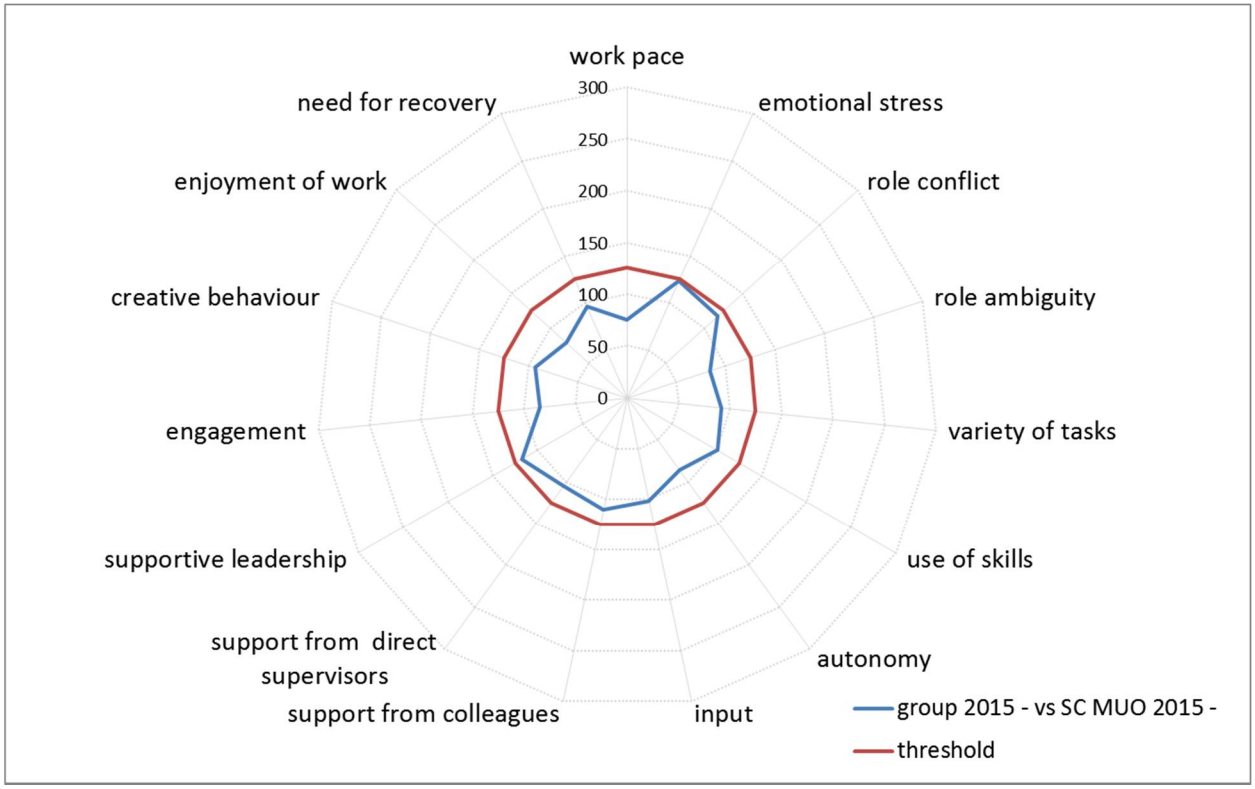

Figure 16.10 UL in comparison with SC MUO

2.3.7.6 Maastricht University Office (MUO)

Developments

Outcomes (++, +)

The motivational outcomes differ very little from 2013. However, more employees (5.7%) do experience a high need for recovery.

Demands and resources (++, +)

There is an intensification of task demands at MUO. The work pressure experienced is higher in 2015.

The challenging nature of the work is improving. For other resources, we can see a deterioration.

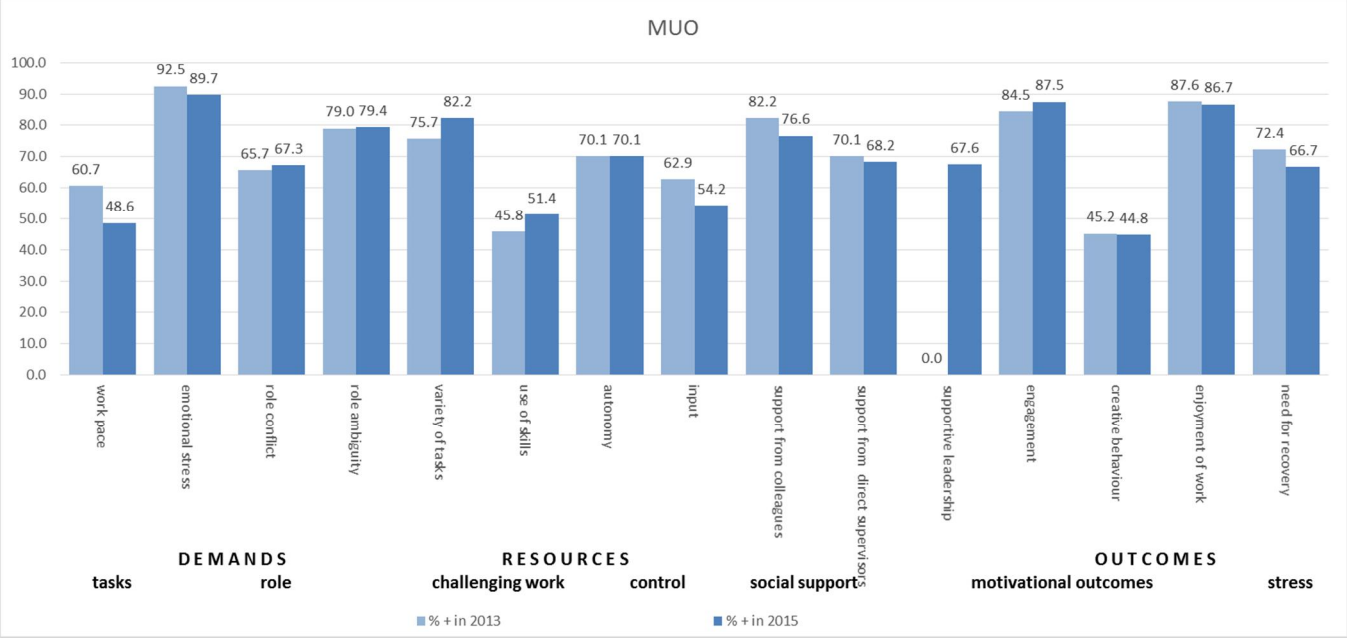

Figure 16.11 Work perception at MUO 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

The need for recovery is slightly higher than among the SC MUO reference group. However, this result is far below the problematic limit of 125.

Demands and resources (--, -)

The risk limit has been reached, however, when it comes to work pace and emotional stress, whereas resources have improved slightly.

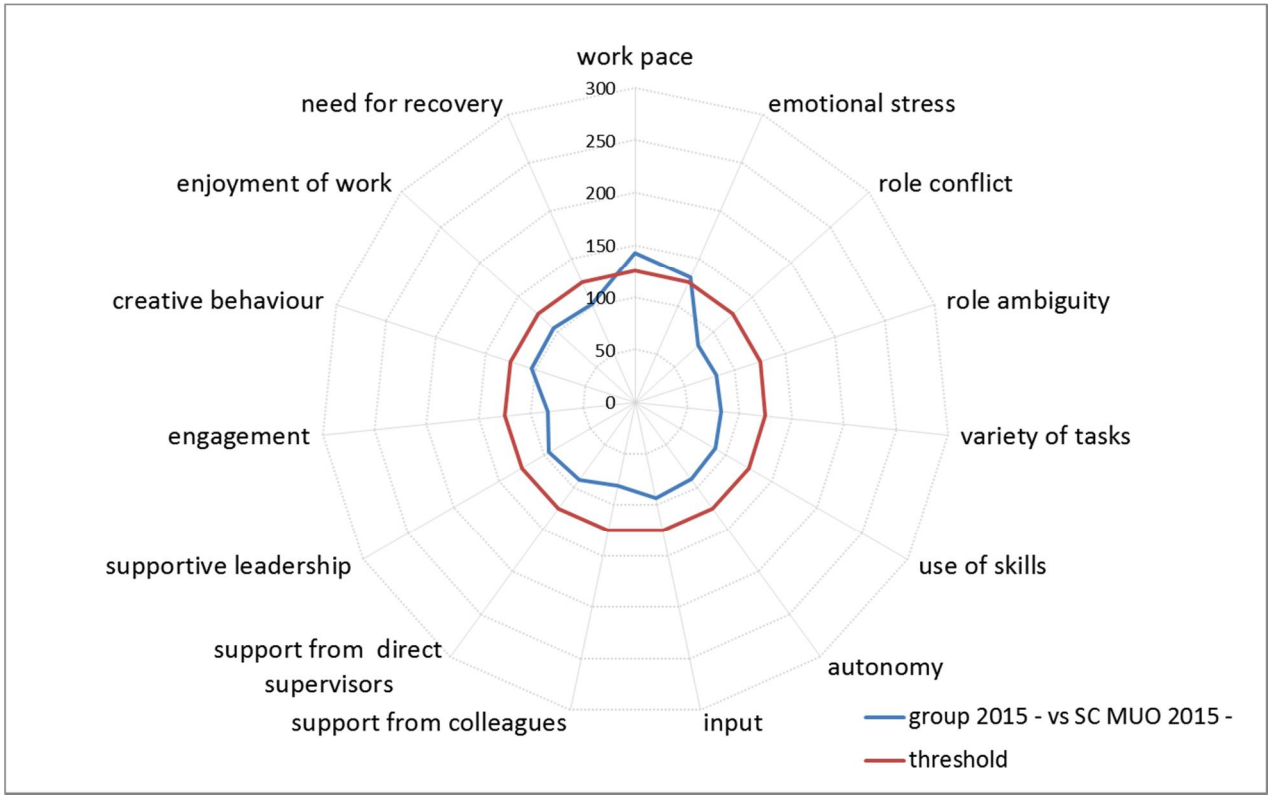

Figure 16.12 MUO in comparison with SC MUO

2.4 Non-academic staff, academic staff and PhD candidates

The UM average represents the reference group for non-academic staff, academic staff and PhD candidates.

2.4.1 Non-academic staff

Developments

Outcomes (++, +)

Looking at the motivational outcomes, the situation remains stable, only creative behaviour has declined by around 3%. Furthermore, around 3.6% more non-academic staff have a greater need for recovery in comparison with 2013.

Demands and resources (++, +)

Non-academic staff experience the same level of demands and resources as in 2013. Like UM in general, we can see a slight decrease in the percentage of non-academic staff who indicate that they often have control in their work.

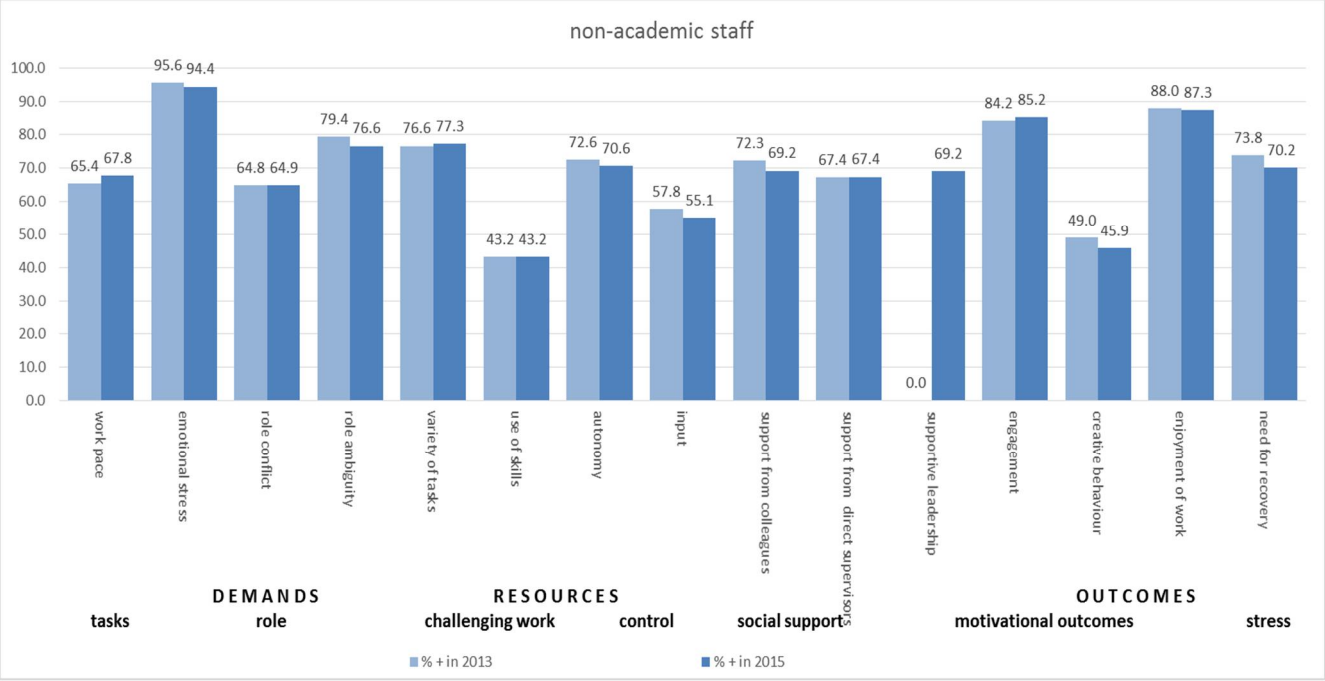

Figure 17 Work perception among non-academic staff 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

Apart from the need for recovery, non-academic staff score slightly lower on the outcomes in comparison with their reference group. However, this still is far below the risk limit.

Demands and resources (--, -)

In terms of demands, we can see that the percentage of non-academic staff who experience a high work pace or high emotional stress is 1.3 times lower than UM in general.

Where resources are concerned, non-academic staff twice exceed the risk limit. More non-academic staff indicated that they do not find their work very challenging and that it has little variety.

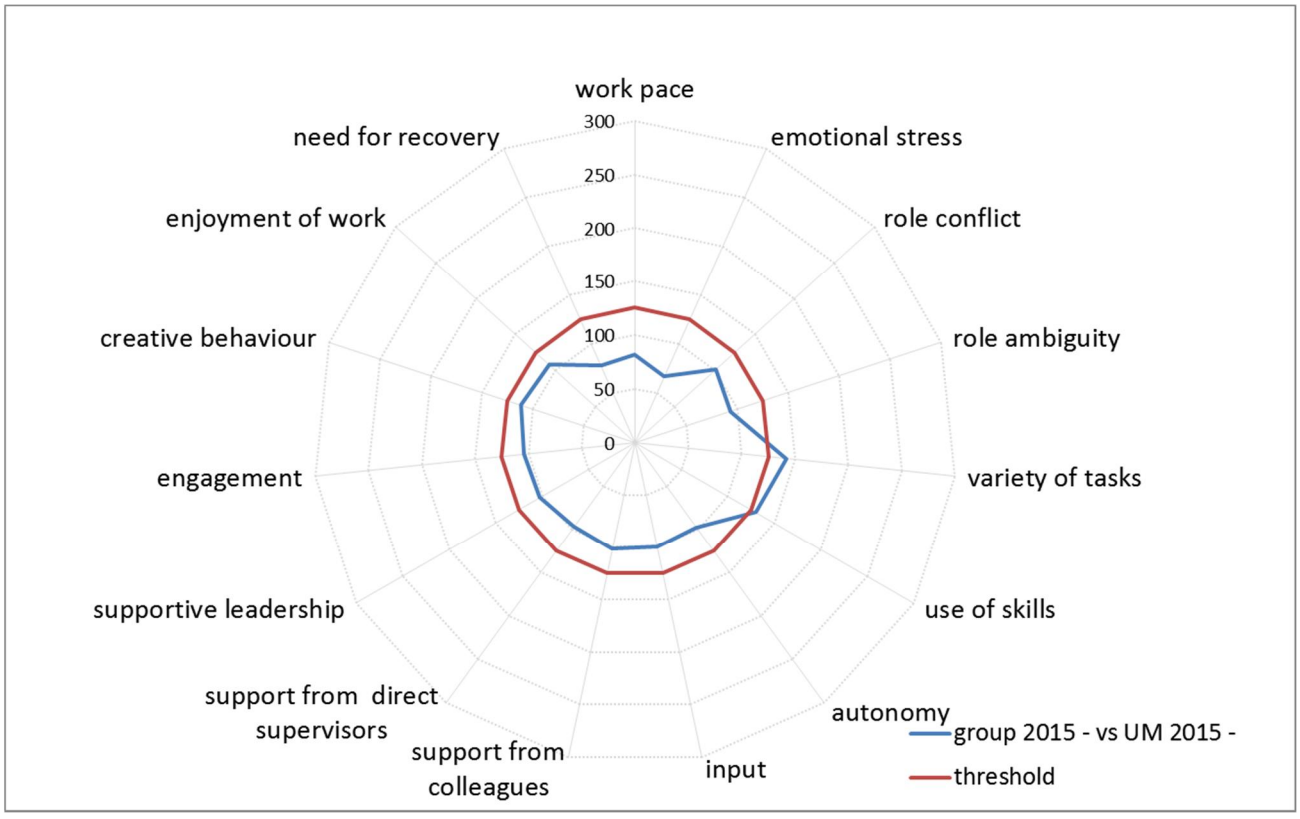

Figure 18 Non-academic staff in comparison with UM

2.4.2 Academic Staff

Developments

Outcomes (++, +)

Looking at the outcomes, the percentage of academic staff with a positive score is 2% lower on average than in 2013.

Demands and resources (++, +)

In comparison with 2013, the situation experienced by academic staff has deteriorated slightly in all areas.

In terms of demands, the percentage of employees who believe that the work has clearly deteriorated has risen by almost 4%.

The decline recorded for resources is more visible. An average of 6% fewer employees score positively on those aspects. In terms of demands, the percentage is significantly lower at -2.5%.

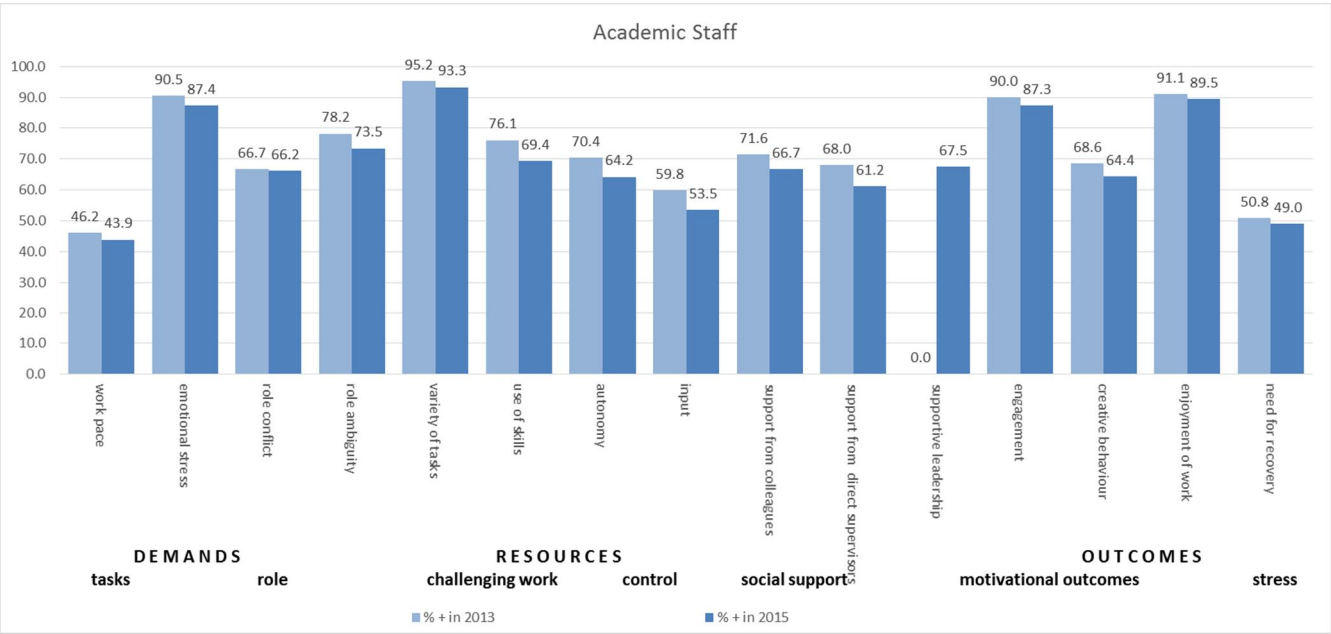

Figure 19 Work perception among academic staff 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

Academic staff demonstrate more engagement and more enjoyment in their work. This applies to an even higher degree for the item creative behaviour. By contrast, almost 40% more academic staff experience a high need for recovery. As a tier, they exceed the risk limit.

Demands and resources (--, -)

Compared with UM as a whole, the demands also exceed the risk limit. There are 40% more academic staff who experience a high work pace and 50% more academic staff who experience high emotional stress. In terms of other demands there is no substantial difference with UM in general. Although the work of the academic staff is more varied and makes more use of their skills, their score for control and social support nonetheless is lower. While the percentages are below the risk limit, they exceed the virtual 100 line of the reference group. Academic staff also experience less social support and less control.

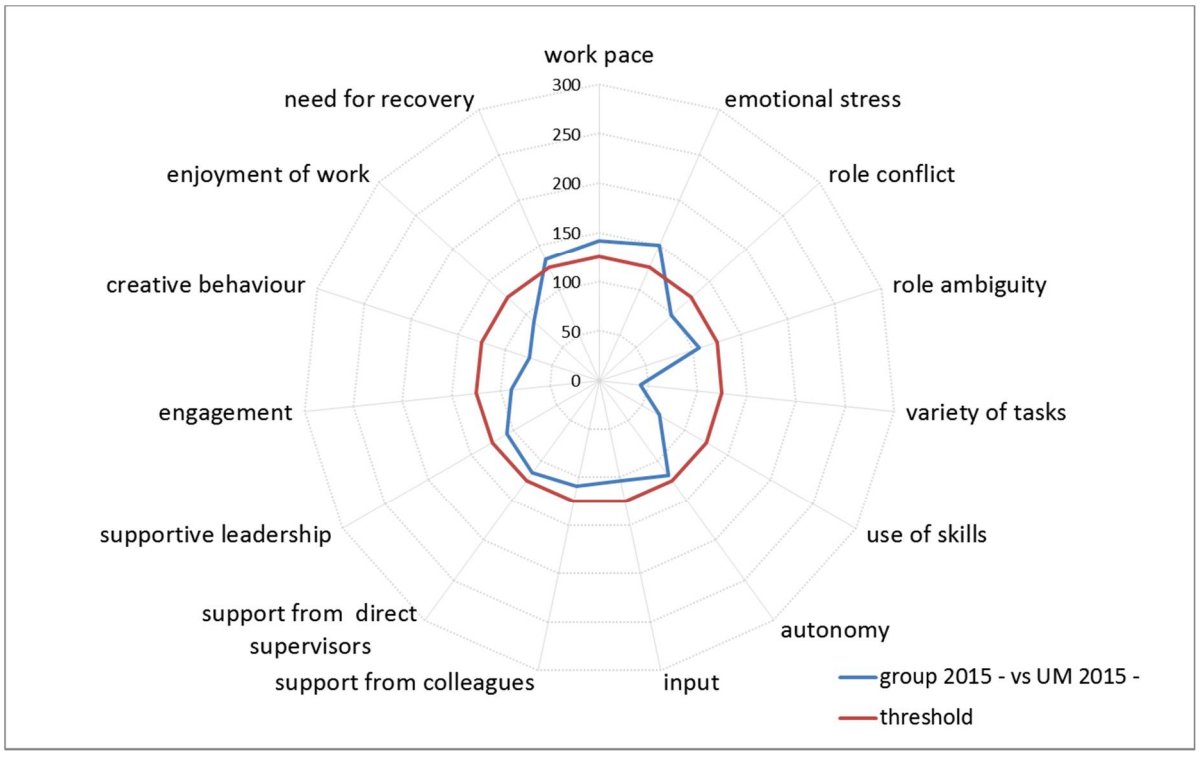

Figure 20 WP in comparison with UM

2.4.3 PhD candidates

Developments

Outcomes (++, +)

Looking at the motivational outcomes, we can see that engagement and enjoyment of work have decreased in comparison with 2013. The average decrease is 6.5%. Creative behaviour has risen slightly.

The number of PhD candidates reporting a low need for recovery has dropped by 6%.

Demands and resources (++, +)

In terms of demands, task demands have increased. The percentage of PhD candidates who score positively on work pace and role conflict has decreased by 14%.

Not all PhD candidate resources deteriorated. The work still is as challenging and they still experience as much autonomy as before. The number of PhD candidates who have a lot of input and experience a lot of social support has deteriorated significantly, however. The percentage for input is almost 10% lower, and for social support it is a little over 10% lower, in comparison with 2013.

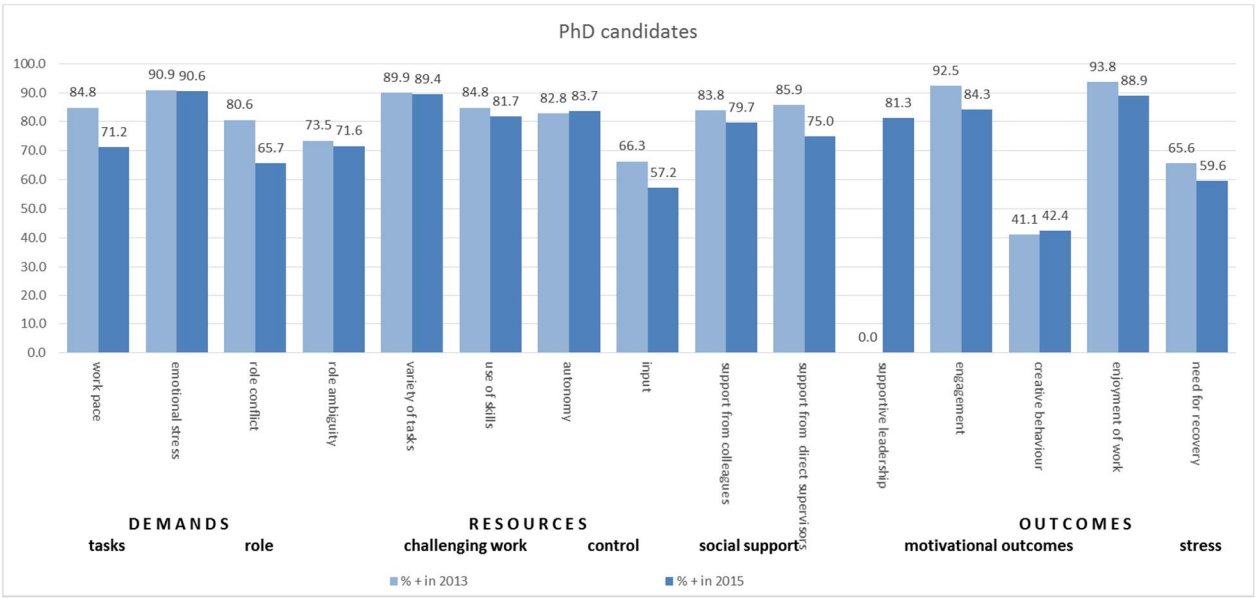

Figure 21 Work perception among PhD candidates 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

The risk limit is not exceeded in any areas. Lack of engagement and creative behaviour, however, are approaching the risk limit and are focus areas.

Demands and resources (--, -)

There are no focus areas in terms of demands and resources. The decline in the positive scores among PhD candidates does not translate to topping the risk limit.

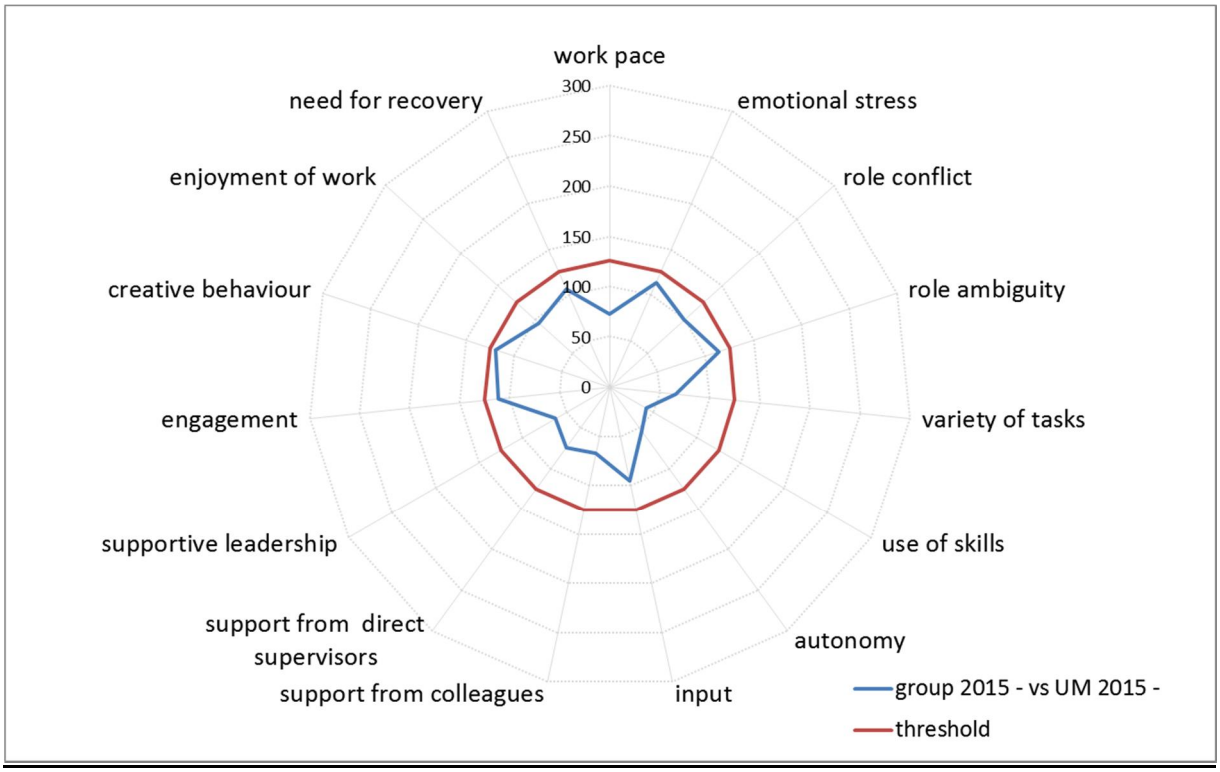

Figure 22 PhD candidates in comparison with UM

2.5 Supervisors

Developments

Outcomes (++, +)

Work perception among supervisors in 2015 is comparable with that of 2013. Slightly more supervisors really enjoyed or were engaged in their work in 2013. The positive scores declined by 2% on average.

Demands and resources (++, +)

The positive scores for demands and resources among supervisors declined slightly. The average decline, however, was less than 2%.

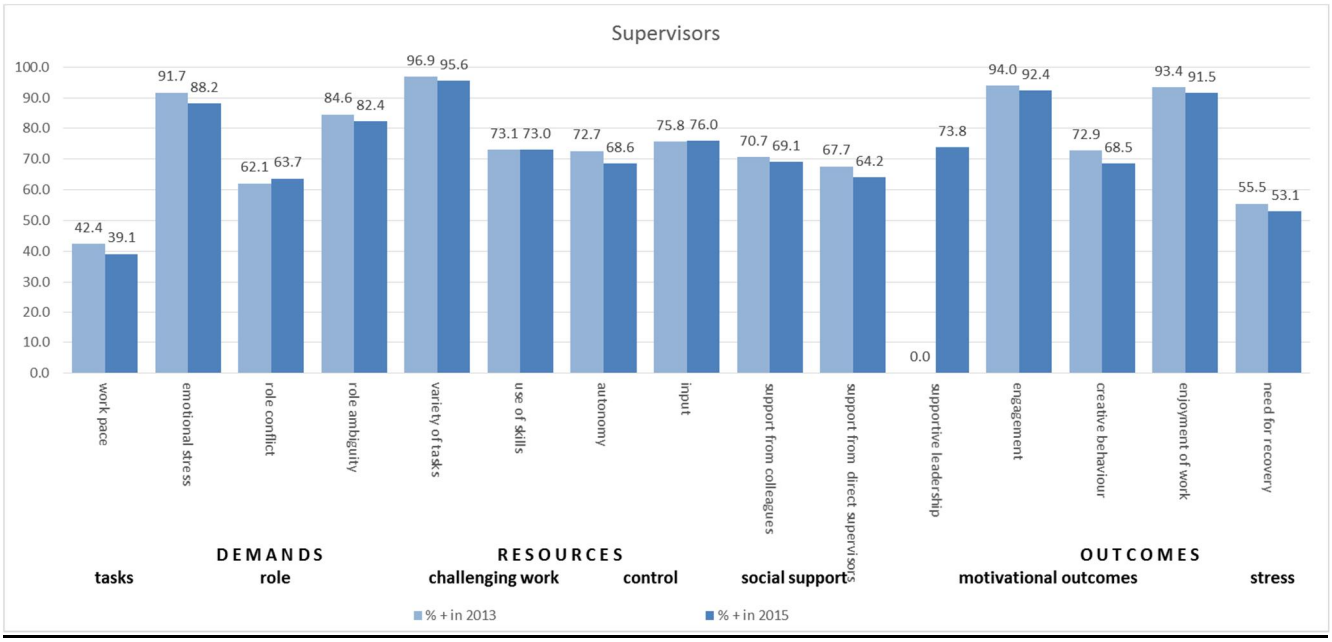

Figure 23 Work perception among supervisors 2013-2015

Analysis of current situation | risk assessment

Outcomes (--, -)

The need for recovery is an area we need to focus on for supervisors. A positive aspect is the percentage of supervisors who experience a lot of enjoyment of work and are very engaged This is almost twice as high as UM as a whole. Another positive aspect is creative behaviour.

Demands and resources (--, -)

In comparison with the UM average, supervisors indicated that they experienced a high work pace and were more emotionally stressed. Both aspects are focus areas. However, they find the nature of their work more challenging and in their experience have more input.

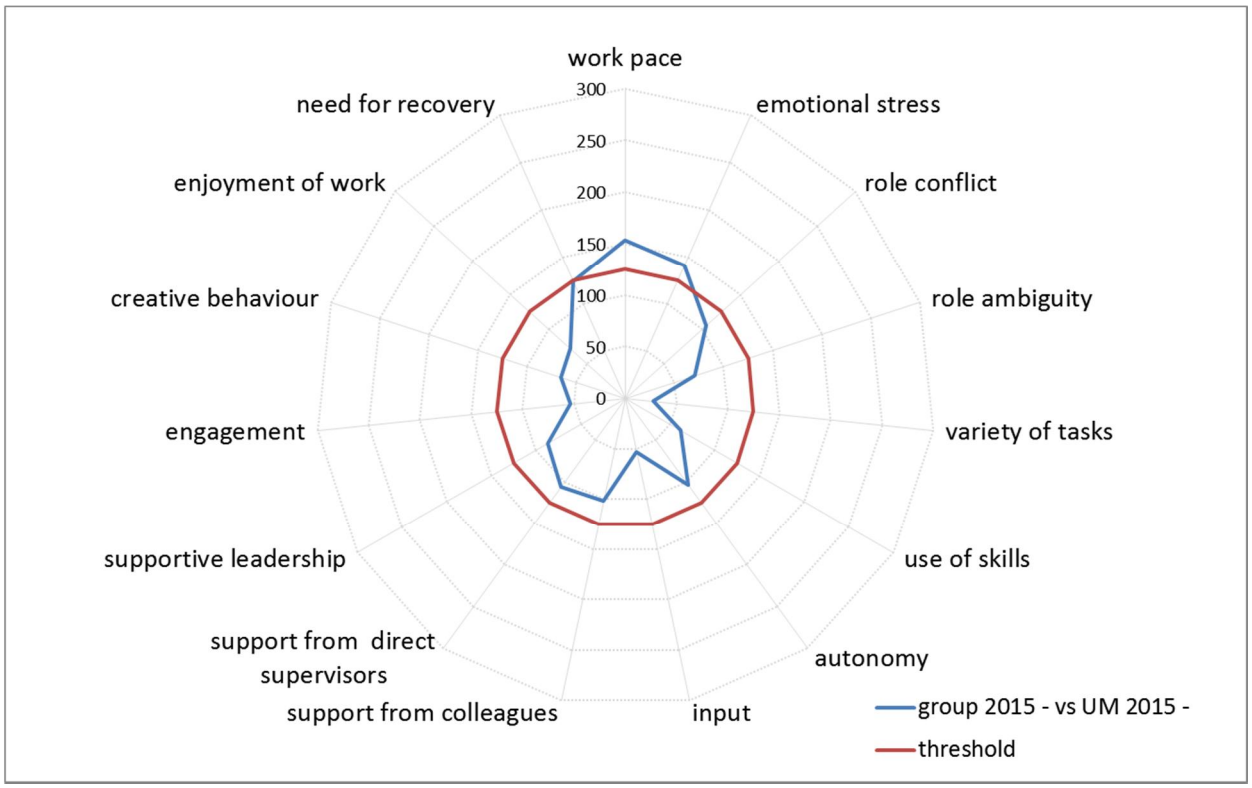

Figure 24 Supervisors in comparison with UM

2.6 Gender

Hardly any differences can be seen between men and women.

3 Conclusion

The university is a pleasant place to work. In general, employees feel good. They mostly have interesting work, autonomy and input and as a result they enjoy their work.

Almost 90% of the employees enjoy their work very much.

Almost 21.8% (17.4% in 2013) of the employees have a high need for recovery. This is not a problem in itself, as long as there are sufficient recovery opportunities. It will probably not lead to exhaustion and/or absence, unless the high need for recovery is combined with a lack of enjoyment of work. Due to higher task demands and the decline in resources, this may constitute the basis for the higher percentage of employees with a negative score for need for recovery and enjoyment of work (7.2% in 2015 compared with 5% in 2013). This interpretation is in line with the demands and resources model: the intensification of task demands coupled with a deterioration in resources could lead to a decline in motivational outcomes and more stress.

To reverse this trend, UM must:

- monitor the recovery opportunities for the academic staff, FASoS, FD and ICTS employees in particular, in order to prevent exhaustion and maintain enjoyment of work;
- ensure that the academic staff have accessible resources available for more social support and room to manoeuvre;
- focus on the job content of non-academic staff, as work that is not interesting contributes to a lack of enjoyment of work;
- focus on more social support from colleagues and more room to manoeuvre/autonomy for non-academic staff;
- ensure that tasks are clear at FHS, FPN, MUO and among employees who take on a new role at UM;
- manage role conflict at UL.

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Appendix 1 Method

Online survey and response

This survey was conducted online in November and December 2015. Following an internal UM communication, 4,400 UM employees were approached by e-mail to take part in the survey. Each respondent accessed the survey via a unique hyperlink that was included in the e-mail message. The questionnaire was available in both Dutch and English versions.

Two reminders were sent to the employees who had not yet responded to the survey. In total 1,928 employees took part, 1,690 of whom completed the questionnaire, representing a 43% response rate, slightly above the 41% response rate in 2013. The response rate for non-academic staff was 63%, compared with 60% in 2013. The 35% response rate for academic staff and PhD candidates in 2015 was the same as in 2013. This is fairly good for a large-scale survey (Baruch & Holtom, 2008). The under-representation of academic staff, however, is a factor that cannot be disregarded and poses a risk to the generalisability of the survey results. Essentially, this report often is designed at UM level. This implicitly means that non-academic staff, who represent around 40% of the workforce, provide 55% of the data. Given that 60% of the UM workforce comprises academic staff, who only provide 44% of the data, they are strongly under-represented. In the partial reports at faculty or service centre level, this has partly been resolved by making a choice on the group that is used as the reference group, i.e. faculties with the faculties as the reference group, or non-academic staff with the Service Centres and MUO (SC MUO) as the reference group.

Survey model

This survey is based on the theoretical approaches to work perception and work stress (Bakker & Demerouti, 2007; Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Karasek, 1979; Karasek & Theorell, 1990) and focuses on the following aspects:

1) Task demands (demands): aspects of the job that require energy and can exhaust you (Schaufeli & Taris, 2013).

2) Energy sources (resources): aspects of the work that can motivate you and energise you whilst also having the potential to mitigate the negative consequences of task demands (Schaufeli & Taris, 2013).

3) Outcomes: engagement, creative behaviour, enjoyment of work and need for recovery.

This is referred to as the Demands-Resources (DR) model in literature (Bakker & Demerouti, 2007; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Schaufeli & Taris, 2013).

Demerouti et al. (2001) Defining job demands (referred to in this report as work demands or task demands) as "...those physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs". Examples are work pressure, emotional stress, role conflicts and job insecurity.

Resources (energy sources) are seen as "… those physical, social, or organizational aspects of the job that may do any of the following: a) be functional in achieving work goals; b) reduce job demands and the associated physiological and psychological costs; c) stimulate personal growth and development". Examples of this are feedback, autonomy, input and social support.

The DR model assumes that additional effort needs to be made to keep work performance up to standard if work demands are too high. Having to work under high pressure demands extra energy and comes with a price in the form of physical and psychological consequences, such as tiredness and irritation. Employees can of course recover from the extra effort by taking a break, carrying out another task or working more slowly for a while (Schaufeli & Taris, 2013). If the employee does not recover sufficiently, a state of sustained activation (Knardahl & Ursin, 1985) occurs, which can eventually lead to physical and emotional exhaustion (Schaufeli & Taris, 2013). A lack of energy sources also leads to the employee not being able to respond well to work demands, as a result of which the work goals are not achieved (Schaufeli & Taris, 2013) which has an impact on the employee's motivation.

According to the DR model, exhaustion and demotivation lead to health problems such as depression, cardiovascular disorders and psychosomatic complaints (Melamed, Shirom, Toker, Berliner & Shapira, 2006). In other words, the presence of work demands and the absence of energy sources cause a steady decrease in mental energy, which can lead to burnout and eventually to health complaints (Schaufeli & Taris, 2013). This is known as the exhaustion process (Schaufeli & Taris, 2013). The DR model also refers to a motivational process, which originates from the presence of energy sources at work. According to Meijman & Mulder (1988) many energy sources stimulate the willingness to make an effort to do work well,

which increases the likelihood of meeting work objectives (Schaufeli & Taris, 2013). Energy sources are not only instrumental in the achievement of objectives, however. They also have an intrinsic motivational role, as they satisfy the basic human requirements for autonomy, belonging and competence (Van den Broek et al, 2008; Deci & Ryan, 2000). In turn, engagement leads to positive outcomes, such as organisational commitment, loyalty and performance.

Alongside these main effects of task or work demands and resources, the DR model provides for the possibility that these characteristics of the work can also have an influence on outcomes in combination with each other (interaction effect). A resource such as autonomy, for instance, makes employees better able to cope with a stressful work demand, like work pressure, because they can choose to carry out certain work activities in a different way or at a different time, for example (Karasek, 1979). In other words, resources can act as a buffer against stress. In turn, energy sources play an extra important role in promoting well-being when there is significant stress at work. According to Schaufeli and Taris (2013), this is logical: as employees are placed under more pressure, the importance of energy sources increases. “For example, autonomy is particularly relevant when it can be used as a resource to neutralise work stress” (Schaufeli & Taris, 2013).

In conclusion, we can say that the DR model makes it clear that high work demands (job demands) lead to stress reactions and poor health (the exhaustion process). It also makes it clear that having access to many energy sources (job resources) leads to higher motivation and productivity (the motivational process) (Schaufeli & Taris, 2014). What is not very clear in the model is the fact that the absence of – or a reduction in or anticipation of a decrease in – resources can lead to more than just disengagement or demotivation. On the basis of the Conservation of Resources Theory developed by Hobfoll (1989), it can also lead to stress and to exhaustion and cynicism: the two key dimensions of the concept of burnout.

Measurement tool

Psychometric quality

A questionnaire survey hinges on the quality of the measurement or the measurement tool. In psychometric terms the 2013 statistical goodness-of-fit measures in Mplus 7 were used. They indicate that the SIMPH measurement model fits the data very well (Chi-Square Test 3236.977, Scaling Correction Factor = 1.123, df = 709; RMSEA = 0.047, Probability RMSEA <= .05 = 0.999; CFI = 0.898; TLI =

0.882; SRMR (Standardised Root Mean Square Residual) = 0.048). These good results were corroborated by the validation test on SIMPH that is currently been written.

The reliability of the scales used is shown in table 1.

Table 1 Reliability

Maastricht University (%) 2015	Questionnaire (source)	**No. of items**	**Chronbach α**
Work pace	(Notelaers, De Witte, Van Veldhoven, & Vermunt, 2007)	3	.845
Emotional stress	Ibid.	3	.80
Role conflict	Ibid.	4	.71
Role ambiguity	Ibid.	3	.80
Task variety	Ibid.	3	.77
Use of skills	Ibid.	3	.83
Autonomy	Ibid.	3	.76
Input	Ibid.	3	.77
Support from colleagues	Ibid.	3	.85
Support from direct supervisors	Ibid.	3	.91
Supportive leadership	Based on Baard, Deci & Ryan	7	.93
Engagement	(Schaufeli, Bakker, &	9	.93

	Salanova, 2006)		
Creative behaviour	(Zhou & George, 2001) Bammens, Notelaers & van Gils, 2014	9	.92
Enjoyment of work	(Notelaers et al., 2007)	5	.79
Need for recovery	(Notelaers et al., 2007)	5	.79

The above table shows that the various aspects of work perception have been measured on the basis of a sufficiently reliable measurement method.

SIMPH - a standardised tool

Monstarecon is specialised in the analysis of categorical data. The advantage is that scales can be standardised in a non-randomised manner. Based on latent class analysis (LCA), (Eid, Langeheine, & Diener, 2003; Vermunt, 2004) r^i answer patterns (in which 'r' stands for the number of answer categories and 'I' for the number of items or questions in a scale) are traced back to latent classes. The respondents in a certain class have the common probability of agreeing with a certain answer to questions. This probabalistically produces groups that can be classified according to the frequency of reporting a psychosocial risk. For risk analysis purposes, these groups are called exposure groups in that they can be classified according to the level of exposure to psychosocial risks (Notelaers, 2011; Notelaers, De Witte, & Van Veldhoven, 2005; Notelaers et al., 2007; Notelaers, Einarsen, De Witte, & Vermunt, 2006; Notelaers, Van Veldhoven, & De Witte, 2006; Notelaers, Vermunt, De Witte, & Van Veldhoven, 2003). In contrast with other methods, this is a distribution-free method for determining cut-off points (number of standard deviations cf. Flycatcher, 2005. Because it is a distribution-free method, the cut-off points are not limited by the statistical restrictions associated with the normal distribution on which traditional statistics is based. (Notelaers, De Witte, Vermunt, & Einarsen, 2006; Van den Broeck, Notelaers, & De Witte, 2007)

This latent class methodology serves as the basis of the Short Inventory to Monitor Psychosocial Hazards (Notelaers et al., 2007). This is the basic tool used for the UM employee survey. This methodology, which had already previously been used for other measurements in organisational science and psychology, (Aasland, Skogstad, Notelaers, Nielsen, & Einarsen, 2010; Germeijs, Luyckx, Notelaers, Goossens, & Verschueren, 2012; Myrseth, Molde, Pallesen, & Notelaers, submitted; Vermunt, 2004) was also applied in 2013 to the additional scales that were included in the survey in consultation with steering committee. In 2015, latent class analysis was used for engagement (Schaufeli et al., 2006), supportive leadership (based on Baard, Deci and Ryan, 2004) , innovative and creative behaviour (Bammens, Notelaers & van Gils, 2015). Based on the structure of probabilities, the results were translated to the SIMPH methodology (see: Notelaers et al, 2007 for the structure of probabilities).

For the purpose of presenting the results in a clear and comprehensible manner, based on the complete data file used by Monstarecon in 2013 (n=85000) for the SIMPH scales, we calculated whether, according to the various exposure categories, the respondents were more or less likely to score negatively on various criterion variables (health evaluation, health complaints, absenteeism, and subsequently need for recovery and lack of job satisfaction). The bivariate analyses showed that there is a far higher (2 to 25 times higher) probability of absenteeism among respondents with a very high exposure than those with a low exposure. That means that extremely high exposure is extremely negative (shown in red in the table). The probability of absenteeism among respondents with a high exposure is a few times higher (2 to 5 times) (shown in orange in the table). Even though this also is negative, it is not as marked as among those who were not exposed. The probability of absenteeism among respondents with a low exposure is almost the same as that of respondents who were not exposed (odds ratio relating to 1). This is positive (shown in light green in the table). We characterise respondents who had no exposure as extremely positive (shown in dark green in the table).

No absenteeism figures were available for the additional scales. These scales also proved to have a similar structure in terms of the probability ratios but the negative signals were not as marked. Lighter shades of colour have therefore been used in

the report for creative behaviour (see table: light red, orange and green).

Table 2 Meaning of cut-off points

LCA exposure class	Meaning according to outcomes	Meaning	
Dark green	++	Extremely positive	Not problematic Not problematic
Light green	+	Positive	
Orange	-	Slightly negative	Problematic
Red	--	Negative	Extremely problematic

Graphically, the tables are represented according to a traffic-light model.

Appendix 2 Work perception survey questions 2015

(Scores on a five-point scale (totally disagree to totally agree))

(Demands - task demands)

TASK

Work pace

* Do you need to work extra hard to get something done?
* Do you work under time pressure?
* Do you have to hurry?

Emotional stress

* Does your work demand a lot from you emotionally?
* Are you confronted in your work with things that affect you personally?
* Does your work put you in emotionally upsetting situations?

ROLE

Role conflict

* Do you get contradictory assignments?
* Do you have to do your work in a different way than you would like to do it?
* Do you have conflicts with your colleagues about the content of your duties?
* Do you have conflicts with your direct supervisor about the content of your duties?

Role ambiguity (tasks not clear)

* Do you know exactly what other people expect from you in your work?
* Is it clear to you exactly what your duties are?
* Do you know exactly what you can expect from other people in your department?

(Resources)

CHALLENGING WORK

Task variety (monotonous work)

* Is your work varied?
* Does your work require personal input?
* Does your work make sufficient demands on all your skills and abilities?

Use of skills (learning opportunities)

* Does your work make you feel that you can accomplish something?
* Do you learn new things at work?
* Does your job offer you opportunities for personal growth and development?

CONTROL

Autonomy (working independently)

* Do you have an influence on the pace of work?
* Can you interrupt your work for a short time if you find it necessary to do so?
* Can you yourself determine the order in which you carry out your work duties?

Input

* Do you have a lot of say about what happens in your workplace?
* Can you participate in decision-making about things that have to do with your work?
* Can you consult satisfactorily with your direct supervisor about your work?

SOCIAL SUPPORT

Support from colleagues

*Can you count on your colleagues when you have difficulties in your work?
* If necessary, can you ask your colleagues for help?
* Do you feel that your colleagues appreciate your work?

Support from direct supervisor

* Can you count on your direct supervisor when you have difficulties in your work?
* If necessary, can you ask your direct supervisor for help?
* Do you feel that your direct supervisor appreciates your work?

LEADERSHIP

Supportive leadership

* My direct supervisor provides me with choices and options
* I feel understood by my direct supervisor
* My direct supervisor conveyed confidence in my ability to do well at my job.
* My direct supervisor encourages me to ask questions.
* My direct supervisor listens to how I would like to do things.
* My direct supervisor tries to understand how I see things before suggesting a new way to do things.
* My direct supervisor helps me to develop myself at work.
* My direct supervisor has sufficient attention for my personal career development.
* My direct supervisor provides regular guidance and advice on my work development plan.
* My direct supervisor gives/creates opportunities to improve my work ability.

(Outcomes - consequences)
Motivational outcomes

Engagement

* At work, I feel like I am bursting with energy.
* At my job, I feel strong and vigorous.
* I am enthusiastic about my job.
* My job inspires me.
* When I get up in the morning, I feel like going to work.
* I feel happy when I am working intensely.
* I am proud of the work I do.
* I am immersed in my work.
* I get carried away when I am working.

Creative behaviour

* I am a good source of creative ideas.
* I promote and champion ideas to others.
* I exhibit creativity on the job when given the opportunity.
*I have new and innovative ideas.
*I come up with creative solutions to problems.

Enjoyment of work

* I do my work because I have to, and that says it all.
* I usually find it nice to start my workday.
* I still find my work stimulating, each and every day.
* I enjoy my work.
* I have to continually overcome my reluctance in order to do my work.

STRESS

Need for recovery

* I find it difficult to relax at the end of a workday.
* My job makes me feel quite exhausted at the end of the workday.
*I find it difficult to concentrate in my free time after work.
* It generally takes me more than an hour to feel completely recovered after work.
* A feeling of tiredness prevents me from doing my work as well as I normally would during the last part of the workday.