UNIVERSITY OF TWENTE.

HYBRID WORKING AND WELL-BEING

Results of the well-being study among UT employees

Wave 1 (of 2) 2022

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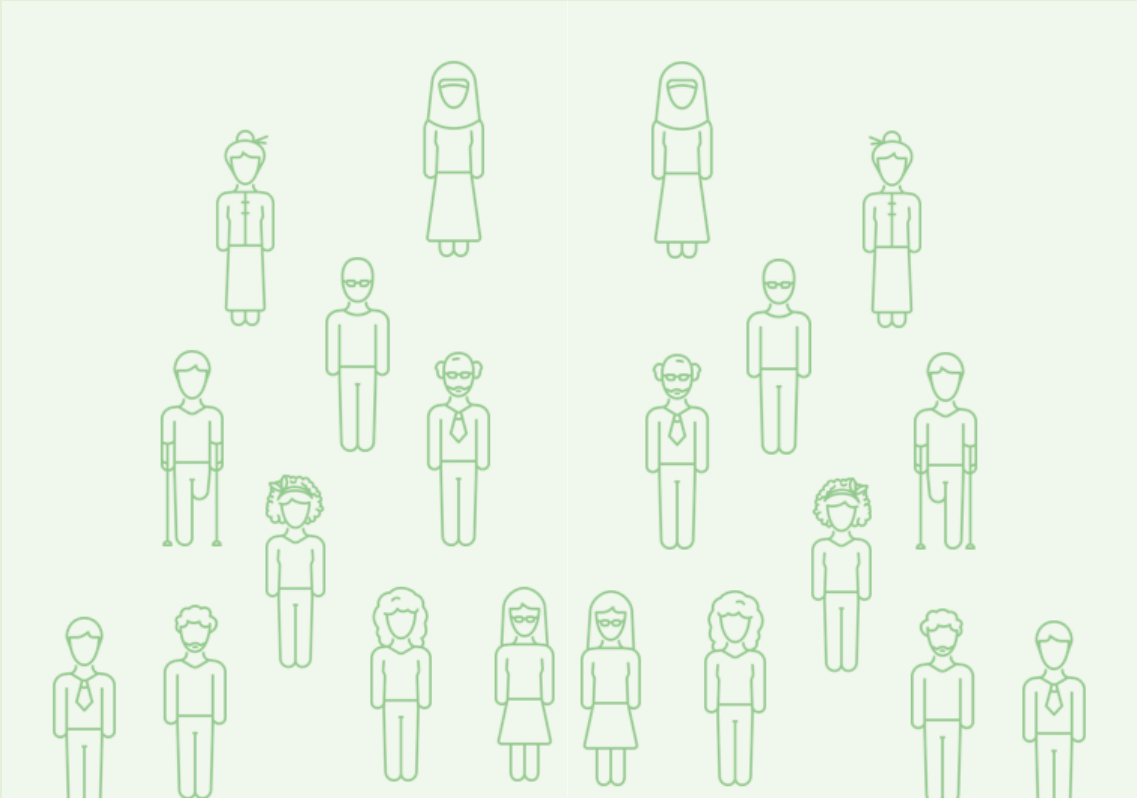

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MANAGEMENT SUMMARY

During the Well-being weeks of May-June –University of Twente (UT) measured the well-being of its employees. After two years of predominantly working from home, this Spring most Covid-19 measures were relieved. Still, many employees work from home at least partly (82%), so hybrid working has become quite common. It is relevant to know what this situation of hybrid working means for the well-being of the employees, engagement, and strain. Does it help to reduce the perceived workload when working partly from home? How do we think about the quality of work? Do we see differences with former waves?

In 2022, two waves for the well-being survey are being distributed, both during the well-being weeks. After all, the outcomes of this research will be used as input for the programs for enhancing well-being at UT. In May 2022, the bilingual online questionnaire was distributed to one half of the employees (employed at 1 April, 2022). For Wave 1 the questionnaire was online available for completion from 12th of May until 10th of June.

The survey of Wave 1 in 2022 is largely based on the well-being survey of 2019 and 2021, with a selection of questions of the Well-being under Covid-19 survey held in 2020. Some changes in wording (e.g. hybrid working instead of full online working) and extra questions on hybrid working were implemented. In addition, extra questions were incorporated about inclusion. 2087 emails with links to the questionnaire were distributed. The response was satisfying: in total 604 responses were counted with valid answers, which is a net response rate of 29%.

Most important findings

1. In general, the main message is the same as in previous waves: UT employees still are both highly engaged and strained. They have much energy and dedication to their job, they show high commitment, they like their autonomy and possibilities for job crafting such as taking on new challenging demands. However, at the same time, they feel strained by the amount of demands and role overload, especially the amount of administration and teaching overload.
2. Most respondents are satisfied with the UT, on average they grade the UT with a 7.5/10. This is a similar grade as in Wave 1 and 2 of 2021 and similar to 2020 (7.6), somewhat lower than Wave 3 of 2021 (7.7) and somewhat higher than 2019 (7.2).
3. By and large, the job demands, job resources and organisational stimuli (job crafting and HRM satisfaction) are viewed on comparable levels as in previous waves. Most are a bit lower compared to November 2021, and similar with the outcomes of the surveys earlier in 2021 and 2019. Of course, we cannot compare the results in a strict sense of a repeated measurement, because we have different samples.
4. The high strain is reflected in the perceived workload, with 42% of the respondents perceiving a (way) too high workload. In 2020 it was 38% and in 2019 it was 44%. Especially scientific staff (teachers, assistant, associate and full professors) are mostly perceiving a high workload, with managers in the second place, while support staff is experiencing the

least workload. The finding that 27% of the respondents (mainly academic staff) take vacation days to finish their work is another indication of the high strain.

5. Only a minority (41%) is satisfied with the dialogue with them about a realistic workload.
6. Time spent on meetings and administration are viewed as too much. The same applies for teaching. There is too little time for research. In addition, there is too little time for personal development, though most are satisfied with the opportunities for development.
7. Hybrid working (partly from home, partly on campus) is normal practice for 82% of the respondents. Only 3% work fully from home. This is a sharp difference with the other waves, reflecting the phase in the (post)pandemic situation.
8. Most respondents can do their work from home to a sufficient level, although 41% view the output due to online work of less quality. This is still an important point for attention: what type of tasks and activities are suitable for working remotely? Teaching quality is viewed by 25% of teaching staff of lower quality due to online work, which is a large improvement compared to the previous survey in November 2021 (47%).
9. The preferences for working from home are diverse, however, the group of 'heavy homeworkers' has been decreased from 32% to 13%. The largest group (46%) wants to work 2-3 days from home and 28% want to work max 1 day a week from home. Especially the younger employees (under 30s) want to work from home less compared to other age groups. An interesting predictor for the preference to work from home is team cohesion: the respondents with lower team cohesion prefer a higher percentage of time working at home. No other antecedents were significant. Apparently, individual differences are relevant in these preferences.
10. Work-life balance has been stabilized on the level of almost half that is positive about it. Still, one out three employees are struggling with work-life balance (33%).
11. Inclusion is perceived as positive by the majority of UT employees (62%), especially on the 'passive' aspect of inclusion: the extent to which the team allows individuals to be authentic. The 'active' side of inclusion ('my unit encourages me to be authentic') has been answered a bit more hesitantly. Those who feel more positive about inclusion also are positive about the relationship with their supervisor and their team (direct colleagues). Again, it focuses how important the supervisor/manager is in establishing a safe and open culture.

RECOMMENDATIONS

1. Scientific staff (Teachers/lecturers, Assistant, Associate and Full professors) experiences the highest workload. Next to scientific staff, the managers perceive a too high workload. Reducing the amount of work is an unquestionable precondition for well-being. Especially reducing meetings and administrative work that academic professionals have to do is a key to achieve this. Also, for many of the academic staff, the balance between research and teaching is skewed. In developing new policies or adapting existing policies, the focus should not only be on the students or managerial issues. The primary focus should be on staff and its well-being.

a. Improve the dialogue on ‘realistic workload’. This is primarily a challenge for supervisors/managers. Tools and skills are required to improve the dialogue on realistic workload, both on individual and team level. Dialogue is needed on the reasons why many people are taking vacation or sick days to get work done.
b. Improve capacity management in the sense of providing more insight into the workload, better dialogue on the distribution of workload, and smarter actions to reduce workload. Communicating clear expectations about workload and output (e.g., publications) may help some individuals reduce their workload, but professional expectations from outside the UT are likely to reinforce high workload expectations. Providing additional support for administrative tasks and teaching should be considered. This may also be an appropriate time to re-evaluate the work being done by employees in all job categories at the UT to see if some work tasks can be eliminated or streamlined. Alternatively, guidance on how to prioritize work activities rather than trying to accomplish everything could be useful.
c. Another option is to shift the timing of certain work activities, such as no early Monday morning meetings to avoid Sunday evenings to prepare for those meetings. However, some employees likely pursue a more blended model of work-life balance and rely on evenings and weekends to respond to e-mail, especially if they work with international research teams.
d. A final option is to reconsider the annual teaching calendar (‘jaarcirkel’) in order to have breaks between quartiles or a fifth ‘quantile’ with no teaching at all. This might help many academics to balance teaching and research activities.

2. Continue with the well-being initiatives. It has been observed and appreciated by the employees. Pay attention to specific groups: the managers, young employees, new employees, employees with unsecure contracts, and employees who speak English as their primary language. Many of the open comments in the survey addressed resources for better food, fitness and sports and the importance of making those available as well as the need for more social interaction like informal connection events.
3. Since hybrid working will be the norm for most employee groups, the UT should accommodate the diverse preferences of the employees. Do not develop a standard norm for e.g. two days at home. Most respondents indicate that the team level is the most important level to decide on the amount of remote working. Be flexible about it and adapt the norm within each organisational unit to personal circumstances. A ‘one size fits all’ approach towards the working time spent at home and on campus is inadvisable. That said, the UT should consider providing some guidance for managers on how to have this conversation with workgroups and employees.
4. Pay attention to the role of the direct supervisor. In most groups (large) differences between apparently equal group members concerning desires and needs do exist. For finding individual differences and adequate solutions that both affect employee well-being and productivity, the role of direct supervisors is crucial. Direct communications between supervisors and individual staff members are inevitable for continuing a fit between organisational policies and practices and employees. Managers could also be provided with

guidance on how to create more favourable leader-member exchange (LMX) relationships with the employees in their workgroup. Leaders should be trained on the framework of LMX and then on communication styles more consistent with such relationships. High LMX relationships are easier to form when employees are new to the workgroup, but lower quality relationships can be improved with training on feedback and approaches to assigning tasks.

5. Extra attention should be paid to the position of PhD candidates/ PhD students. They score low on team cohesion and self-efficacy, implying that they might struggle with their projects on their own, without feeling connected to other team members. To improve team cohesion will support them in their relevant jobs for our university.

1 AIMS AND BACKGROUND OF THE STUDY

1.1 Aims of the study

Scientific research, education and valorisation are performed by people. Therefore, the Executive Board (CvB) of the University of Twente (UT) and the indirect participation bodies (University Council and OPUT) ascribe great importance to safeguarding employee well-being at UT. The EB therefore commissioned on-going studies into employee well-being and its antecedents. Moreover, regulations on working conditions (in Dutch: ARBO) pose the requirement to monitor the psychological strain of employees as part of the Risico-Inventarisatie & Evaluatie (RIE). In line with this requirement, this well-being study assesses the risks of work pressure (strain) and its antecedents.

Taken together the aims of the survey are therefore

1. To measure the trends in employee well-being, defined as employees' perceptions of work engagement and work pressure (strain).
2. To measure relevant antecedents – i.e. human resource management (HRM), job crafting, job demands and job resources – of employee well-being.
3. To measure the current employee experiences and preferences about working from home and working on campus, due to the Covid-19 measures; this includes measuring the trends in well-being.
4. To measure employees' perceptions of aggression and violence at work.
5. The fulfilment of the aforementioned aims can contribute to an improvement of the UT's HRM policies and practices as well as support priority setting.

On the basis of the research results, recommendations for policy and management will be formulated on how to safeguard employee well-being at the UT. With the results of this survey, we hope to contribute to the plans – required by the CAO – of the university to reduce work pressure, taken into account the complicated situation of hybrid working.

To achieve these five aims, the survey is based on the conceptual model developed for the Well-being survey of 2019[1]. We followed the Job-Demands-Resources (JD-R) model (Bakker & Demerouti, 2007; Demerouti et al, 2001; Schaufeli, Bakker & Salanova, 2006) and enriched this model by adding insights from recent job crafting studies (Tims et al, 2012) and scholarly work into human resource management (HRM). The conceptual model served as the basis for the development of an employee survey used to measure employee well-being and its antecedents at the UT. To this survey, we added additional questions to measure employees' experiences of specific UT facilities as well as perceived aggression and violence at work. In addition, selected

[1] De Leede, Meijerink & Torka (2019). Work engagement and work pressure: still in balance? A well-being study among UT employees. Report ref nr CvB UIT – 3998, 23-04-2019.

questions of the Well-being under Covid-19 survey[2] were used to enable insights in the developments within well-being.

Based on the research results, recommendations for policy and management will be formulated for safeguarding employee well-being at the UT post COVID-19. With the results of this survey, we aim to contribute to both management and employees of the UT community.

1.2 Research design: two waves in 2022

This survey is distributed in Dutch and English. See Appendix 1 for the questionnaire. We decided to not send it three times a year as was done in 2021 because of energy and workload to process the reports and outcomes through the UT community. In 2022, two waves are taken, simultaneously with the well-being weeks. So, one in Spring (May-June) and one in the Autumn (October-November). Accordingly, staff was divided into two representative groups: of every department 50% of the employees. So, 50% of the employees with a UT employment contract on 1 April 2021 were sent an invitation to participate in the survey.

In total, 2087 emails with links to the questionnaires were distributed in Wave 1. The survey was open from May 12th until June 10th, 2022. Three reminders were sent out.
The response was satisfying. It was enough to get a representative sample: in total 604 responses were counted with valid answers, which is a net response rate of 29%. The gross response with 34% was reduced to 29% by selecting those responses with at least 20% valid answers. The net response of 29% is lower compared to the 38% of Wave 1 in 2021 and definitely lower compared to the 47% response rate of the well-being UT 2019 survey and the 54% of the 2020 survey; however, it is comparable with the 30% of Wave 2 during Summer 2022.

Table 1.1 Representativeness

	UT	Response wave 1
Organisational unit		
Faculty of Behavioural, Management and Social Sciences (BMS)	14.4%	15.7%
Faculty of Engineering Technology (ET)	14.4%	15.2%
Faculty of Electrical Engineering, Mathematics and Computer Science (EEMCS/EWI)	17.2%	17.1%
Faculty of Science and Technology (TNW)	22.5%	14.2%
Faculty of Geo-Information Science and Earth Observation (ITC)	7.4%	8.7%
General Affairs (GA)	1.6%	2.8%
Campus & Facility Management (CFM)	4.6%	3.8%
Centre for Educational Support (CES)	4.8%	7.8%

[2] De Leede, De Jager & Torka (2020). Working at home alone? A Well-being study among UT employees under Covid-19. 30-09-2020.

Finance (FIN)	1.4%	1.6%
Human Resources (HR)	1.5%	2.4%
Library, ICT services & Archive (LISA)	4.4%	5.5%
Marketing & Communication (MC)	2.3%	2.8%
Strategic Business Development (SBD)	0.9%	0.7%
Strategy & Policy (SP)	1.1%	1.7%
I prefer not to answer this question		4.3%*
Job category		
Scientific staff	57.2%	51.6%
Support and management staff	42.8%	48.5%
Gender		
Female	42.2%	44.8%
Male	57.7%	44.8%
Other		0.5%
I prefer not to answer this question		9.9%

* 4.3% of total respondents, the other percentages are calculated on the valid answers.

Analysis for representativeness for Wave 1 shows (see third column of Table 1.1):
-somewhat more from BMS, ITC and CES and LISA,
-somewhat less from TNW and CFM
-somewhat more from support staff & management (and somewhat less from academic staff)
However, overall the response shows a satisfying degree of representativeness.

In this report we will present the results of different waves and compare the outcomes with the last wave of 2021. Some data will be compared with other waves as well. We must keep in mind that this research does not have a repeated-measures design in which all groups in every survey consist of exactly the same respondents. In our research, we compare the outcomes of the mean of each group, not of the individuals within the group. Each group has different group members, so we cannot derive causal relationships. The outcomes could be caused by the composition of the respondent group of each survey. Nevertheless, because of the representativeness of the surveys, the outcomes might indicate enough to compare the results between the surveys.

1.3 Research model

This 2022 Well-being study re-uses the conceptual model of the well-being study of 2019. Two major reasons are: (1) the possibility to compare the results of 2021 and 2019 and (2) the conceptual model of 2019 is well grounded in the academic literature on well-being at work.

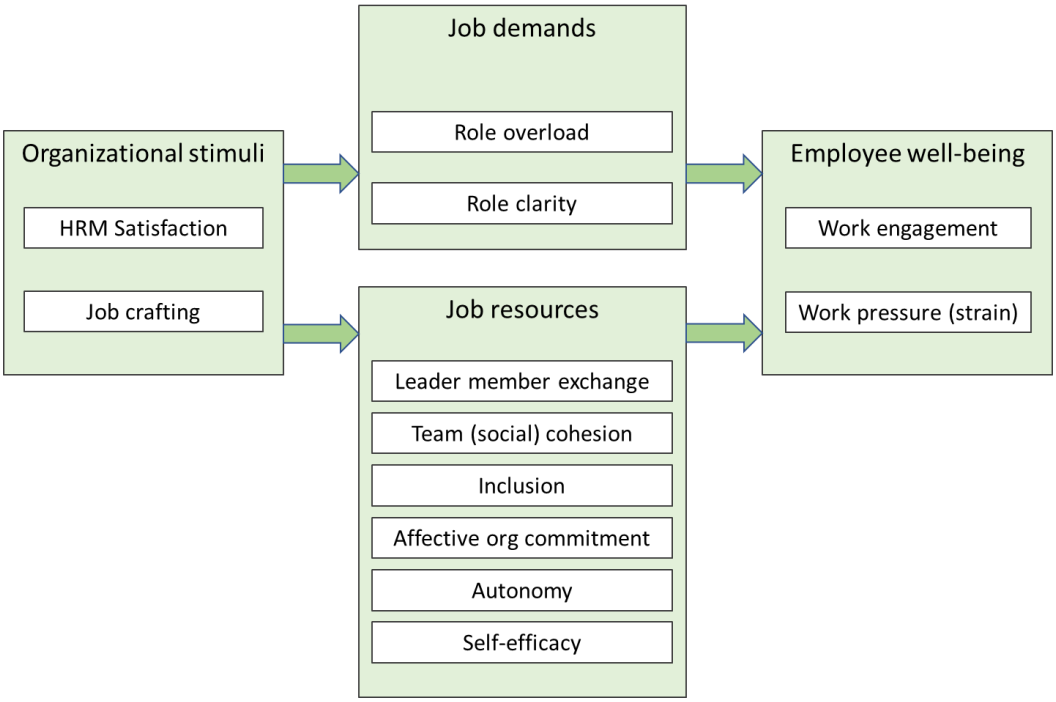
The conceptual model explains employee well-being and its antecedents (see Figure 1). The core of the conceptual model is based on the Job-Demands-Resources (JD-R) model[3]. The JD-R model predicts that employee well-being is a function of job demands (i.e. job characteristics

[3] Bakker, A.B. and Demerouti, E. (2007), "The job demands-resources model: state of the art", Journal of Managerial Psychology, Vol. 22, pp. 309-28.

that drain energy, such as role overload and poor role clarity (also called: role ambiguity)) versus job resources (i.e. job characteristics which enable employees to realize their goals and which are energising). We included job resources that relate to the job (autonomy and self-efficacy), the supervisor (leader-member exchange (LMX)), the team (team cohesion and inclusion) and the organisation (commitment). In the 2022 survey for the first time we measured inclusion (with three aspects, namely perceived integration of differences, room for authenticity and value in authenticity).

To examine how organisational policies/practices impact job demands and job resources, and how employees themselves can safeguard their well-being, we decided to include employee satisfaction with HRM activities such as development opportunities, appraisal and feedback (as relevant organisational policies/practices that may impact well-being) as well as employee reports of job crafting (i.e. employee-initiated changes to job demands/resources for sustaining well-being). Since HRM activities and job crafting are unlikely to have a direct relationship with employee well-being, we hypothesize that job demands and job resources mediate between employee satisfaction with HRM/job crafting and employee well-being. Employee well-being is conceptualized as both work engagement and strain to tap into both the desirable dimensions (i.e. work engagement) as well as its undesirable dimensions (i.e. work pressure/strain).

Figure 1.1 Conceptual model



2 FINDINGS ON SATISFACTION, WORK ENGAGEMENT AND STRAIN

2.1 Satisfaction with UT, engagement and strain

On average, the respondents assess the UT with 7.5 (scale 1-10, standard deviation 1,4), which is comparable to the 2020 and 2021 surveys. Again, we repeat to be careful with the comparison of the individual surveys, because of the different composition of the respondent groups per wave. Still, due to the rather high degree of representativeness, it is possible to interpret these as a trend.

Figure 2.1 Satisfaction with UT

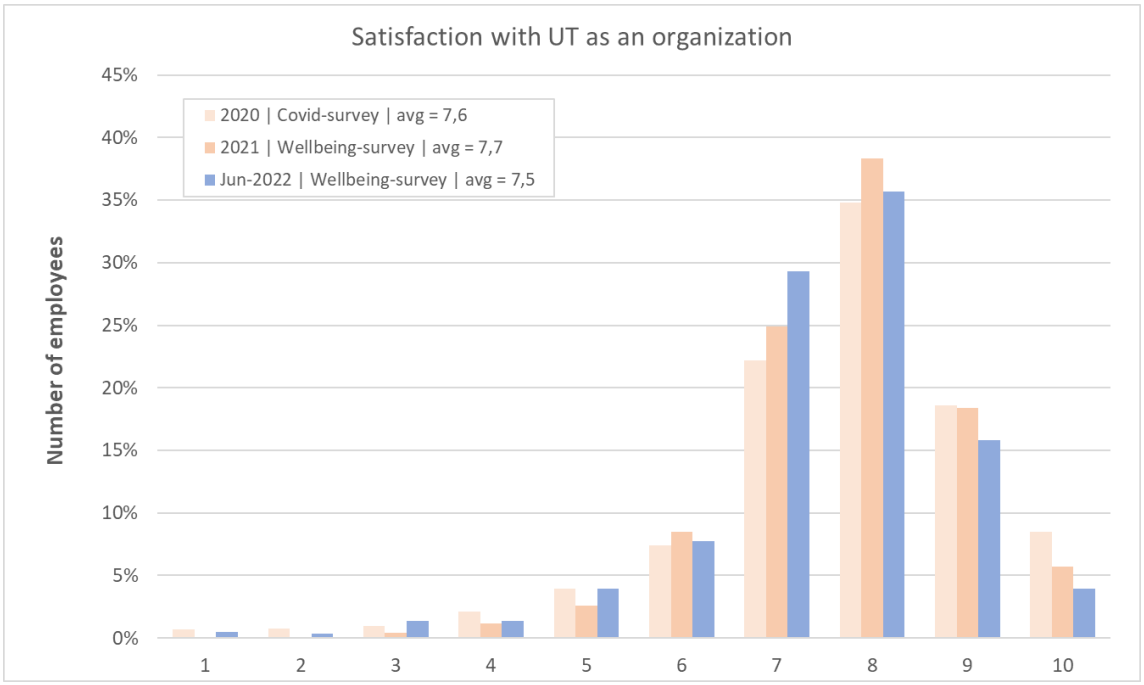


Table 2.1 shows the means and standard deviations of general satisfaction, engagement and strain across organisational units. Anova/Bonferroni analysis was used to investigate whether the differences between organisational units are significant. No significant difference was found ($p < .05$), other than BMS and ET were significantly higher in strain compared to CES.

Table 2.1: General satisfaction with UT, engagement and strain per organisational unit

Organisational unit	General satisfaction[1]		Engagement[2]		Strain[3]	
	Mean	*SD*	Mean	*SD*	Mean	*SD*
BMS	7.36	*1.27*	5.25	*0.91*	3.37	*1.01*
ET	7.33	*1.73*	5.18	*1.14*	3.40	*1.02*
EEMCS/EWI	7.38	*1.45*	5.18	*1.07*	3.32	*1.01*
TNW	7.45	*1.64*	5.54	*0.86*	3.18	*0.91*
ITC	7.64	*1.29*	5.48	*1.14*	3.18	*1.04*
GA	7.63	*1.67*	5.42	*1.26*	3.25	*0.97*
CFM	7.55	*1.26*	5.35	*1.19*	3.18	*1.07*
CES	7.58	*1.10*	5.30	*0.69*	2.73	*0.85*
FIN	7.67	*1.00*	5.15	*0.86*	3.30	*1.05*
HR	7.64	*1.34*	5.54	*0.90*	2.57	*0.79*
LISA	7.81	*0.86*	5.64	*0.74*	3.26	*0.78*
M&C	7.81	*0.83*	5.66	*0.59*	3.04	*0.92*
SBD	7.00	*0.82*	4.75	*1.28*	4.00	*0.54*
S&P	8.20	*0.92*	6.02	*0.49*	2.77	*0.69*
UT 2022 total	**7.49**	***1.40***	**5.35**	***0.99***	**3.22**	***0.98***
UT 2021 wave3	**7.73**	***1.26***	**5.48**	***1.00***	**3.23**	***0.94***

[1] Scale = 1 to 10
[2] Scale = 1 to 7
[3] Scale = 1 to 5
SD = standard deviation

Table 2.2: General satisfaction with UT. engagement and strain per function

Function	General satisfaction[1]		Engagement[2]		Strain[3]	
	Mean	*SD*	Mean	SD	Mean	*SD*
PhD Student	7.52	*1.51*	5.06	*1.17*	3.45	*1.00*
Researcher / Postdoc	7.56	*1.96*	5.24	*0.93*	3.47	*0.88*
Teacher / lecturer	7.62	*0.92*	5.61	*0.61*	3.21	*0.85*
Assistant Professor	6.92	*1.75*	5.20	*1.08*	3.65	*0.97*
Associate Professor	7.50	*1.07*	5.42	*0.92*	3.50	*0.65*
Full professor	7.61	*1.29*	5.69	*0.73*	3.98	*0.73*
Manager (service dept)	7.96	*1.06*	5.87	*0.75*	3.23	*0.88*
Manager (faculties)	7.79	*0.97*	5.54	*0.80*	2.90	*0.83*
Support staff	7.69	*1.05*	5.43	*0.91*	2.85	*0.92*
I prefer not to answer this question	6.45	*1.75*	5.27	*1.13*	3.28	*1.07*
UT 2022 total	**7.49**	***1.40***	**5.35**	***0.99***	**3.22**	***0.98***
UT 2021 wave3	**7.72**	***1.25***	**5.48**	***1.00***	**3.23**	***0.94***

[1] Scale = 1 to 10
[2] Scale = 1 to 7
[3] Scale = 1 to 5
SD = standard deviation

Table 2.2 shows the means and standard deviations of general satisfaction. engagement and strain across functions. It turns out that Assistant professors are among the least satisfied and the most strained. PhD students and Assistant professors are the least engaged. Full and Assistant professors are the most strained. Anova/Bonferroni analysis showed that only a few differences between groups are significant ($p < .05$). For satisfaction, Assistant professors are significantly less satisfied compared with managers and support staff. For Engagement, PhD students are significantly less engaged compared to Managers (service departments). For strain, Researchers/post-docs and Assistant, Associate and Full professors are more strained than Support staff. The last finding – academic staff is more strained compared to support staff - is a consistent finding among the three surveys of 2021 and the survey of 2019.

Average levels of strain are slightly above the scale midpoint. One-third of respondents reported experiencing high levels of strain (4.0-5.0 on the 5-point scale).

Predictors of strain

The step-wise regression analysis confirmed the outcome that academic staff experience higher levels of strain (Beta .250. $p<.01$). Furthermore, from the job demands and job resources we found that role clarity was negatively related to strain (Beta -.118. $p<.01$). indicating that the clearer the job is in terms of expectations, roles, tasks and responsibilities. the less people are experiencing strain. The last significant result is that adding challenging demands will also lead to more experienced strain (Beta .165. $p<.01$). On the other hand. we also tested for the effects of age, having children at home, leader-member relations, team cohesion, self-efficacy, autonomy, structural and social job resources on strain and found these variables did not significantly affect strain.

Unexpectedly, like the 2021 results, the choice of language for the survey (English, Dutch) was related to many of the survey responses, including strain. Even after accounting for job type (respondents like PhD student, post-doctoral, and professor positions were much more likely to respond to the survey in English), survey language was a significant predictor of strain with respondents using Dutch less likely to experience strain (in wave 1 and 2).

2.2 Organisational stimuli: job crafting and HRM satisfaction

Table 2.3 shows the means and standard deviations of the two organisational stimuli: job crafting (increasing structural and social job resources and increasing challenging demands) and HRM satisfaction across organizational units. Anova/Bonferroni analysis showed that only one difference is significant ($p < .05$): BMS shows lower HRM satisfaction compared to the unit of HR itself. The other organisational stimuli do not show significant differences between organisational units.

Table 2.3: Organisational stimuli: Job crafting and HRM satisfaction per organisational unit

Organisational unit	Increasing structural job resources[1]		Increasing social job resources[1]		Increasing challenging job demands[1]		HRM satisfaction[2]	
	Mean	*SD*	Mean	SD	Mean	*SD*	Mean	*SD*
BMS	5.06	*0.97*	3.41	*0.99*	4.09	*1.17*	3.25	*0.83*
ET	5.30	*0.90*	3.64	*0.91*	4.23	*1.23*	3.61	*0.79*
EEMCS/EWI	5.30	*0.84*	3.46	*0.83*	3.90	*1.26*	3.55	*0.69*
TNW	5.47	*0.80*	3.72	*1.10*	4.26	*1.10*	3.48	*0.76*
ITC	5.21	*0.97*	3.38	*0.86*	4.25	*1.14*	3.55	*0.71*
GA	4.89	*0.86*	3.78	*1.11*	4.84	*1.40*	3.52	*0.63*
CFM	5.20	*1.07*	3.26	*1.06*	4.36	*1.51*	3.34	*0.67*
CES	5.02	*0.81*	3.53	*0.76*	4.17	*1.03*	3.68	*0.69*
FIN	5.33	*0.61*	3.75	*0.66*	3.83	*0.50*	3.91	*0.66*
HR	5.43	*0.68*	3.70	*0.73*	4.57	*1.07*	4.11	*0.45*
LISA	5.30	*0.70*	4.06	*0.86*	4.50	*1.04*	3.63	*0.56*
M&C	5.20	*0.51*	3.83	*0.57*	4.75	*0.82*	3.73	*0.52*
SBD	4.13	*1.01*	2.88	*1.16*	3.88	*0.85*	2.89	*0.65*
S&P	5.65	*0.50*	4.13	*0.78*	4.50	*0.82*	3.83	*0.44*
UT 2022 total	**5.24**	***0.87***	**3.58**	***0.93***	**4.21**	***1.17***	**3.53**	***0.74***
UT 2021 wave3	**5.37**	***0.91***	**3.77**	***1.01***	**4.24**	***1.14***	**3.63**	***0.74***

[1] Scale = 1 to 7
[2] Scale = 1 to 5

Table 2.4 shows the results of the job crafting and HRM satisfaction per function. For increasing structural job resources no significant differences were found. Like the waves in 2021, an interesting significant difference is in increasing structural and social job resources between PhD Students on the one hand and Assistant, Associate and Full professors on the other: they show all less social job resources compared with PhD students. Apparently, PhD students are developing more new knowledge and skills, and learning more new things compared to the other job types. Also, they are asking more advice and coaching from their supervisors and colleagues, compared with the other scientific staff. For challenging job demands, it is the other way around: PhD students experience significantly ($p<.05$) less challenging job demands compared with Assistant, Associate and Full professors. The PhD students also experience less challenging job demands compared with Managers and Support staff. Apparently, PhD students perceive less possibilities to craft their job via new and challenging jobs and tasks.

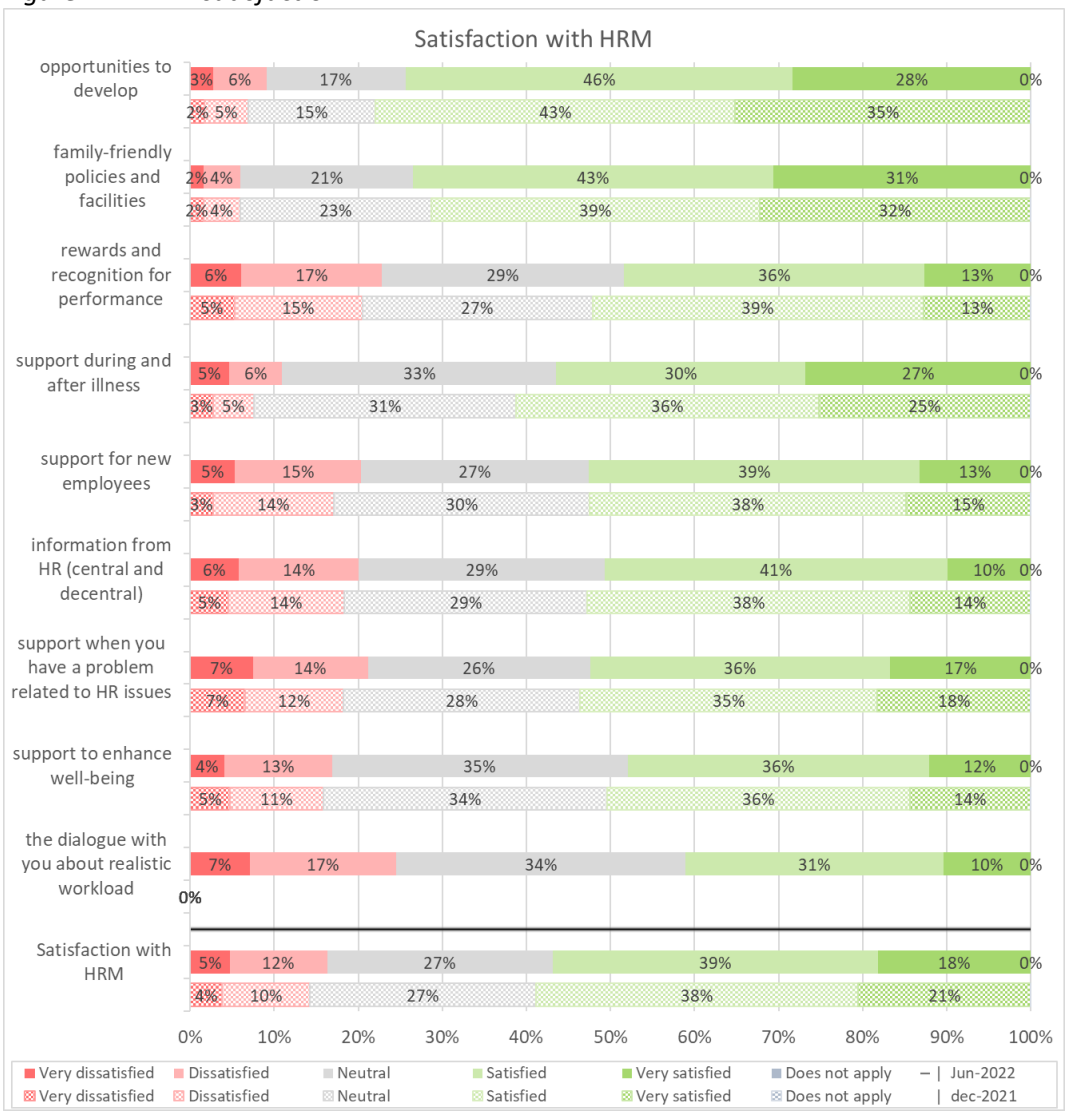
Table 2.4: Organisational stimuli: Job crafting and HRM satisfaction per function

Function	Increasing structural job resources		Increasing social job resources		Increasing challenging job demands		HRM satisfaction	
	Mean	*SD*	Mean	*SD*	Mean	*SD*	Mean	*SD*
PhD Candidate / Student	5.49	*0.82*	3.91	*0.92*	3.50	*1.27*	3.59	*0.77*
Researcher / Postdoc	5.31	*0.86*	3.67	*0.94*	4.18	*1.36*	3.45	*0.73*
Teacher / Lecturer	5.14	*0.86*	3.42	*1.05*	4.05	*0.89*	3.46	*0.51*
Assistant Professor	5.09	*1.09*	3.34	*0.86*	4.24	*0.98*	3.15	*0.86*
Associate Professor	5.22	*0.77*	2.90	*0.80*	4.42	*1.05*	3.54	*0.57*
Full professor	5.58	*0.81*	3.04	*0.56*	5.19	*0.81*	3.84	*0.50*
Manager (service dept)	5.40	*0.75*	3.69	*0.88*	5.02	*0.85*	3.77	*0.57*
Manager (faculties)	5.27	*0.95*	4.00	*0.85*	5.04	*0.77*	3.75	*0.80*
Support staff	5.16	*0.78*	3.64	*0.91*	4.33	*1.09*	3.65	*0.65*
I prefer not to answer this question	4.88	*1.11*	3.10	*0.86*	4.00	*1.13*	3.06	*0.89*
UT 2022 total	**5.24**	***0.87***	**3.58**	***0.93***	**4.21**	***1.17***	**3.53**	***0.74***
UT 2021 wave3	**5.37**	***0.91***	**3.77**	***1.01***	**4.24**	***1.14***	**3.63**	***0.74***

Like 2021, Assistant professors show the lowest HRM satisfaction (which is a significant difference with other job types, Anova/Bonferroni. $p<.05$).

In Figure 2.2 the satisfaction with HRM aspects is presented. Most respondents are satisfied with opportunities to develop (74%) and family-friendly policies (74%). The other HR aspects are also appreciated by the majority of the respondents. The only exception is the dialogue about realistic workload. Here, only 41% are satisfied about the dialogue with them about a realistic workload, and 24% is (very) dissatisfied about it.

Figure 2.2: HRM satisfaction



2.3 Job demands: role overload and role clarity

Table 2.5 shows the outcomes of the means for role overload and role ambiguity per organisational unit. The differences per unit are small but the differences between academic staff, managers and support staff are significant, with academic staff experiencing the highest role overload, compared to managers and support staff respectively.

Table 2.5: Job demands: Role overload and Role clarity per organisational unit

Organisational unit	**Role overload[1]**		**Role clarity[2]**	
	Mean	*SD*	Mean	SD
BMS	1.79	*0.27*	3.73	*0.80*
ET	1.80	*0.29*	3.86	*0.90*
EEMCS/EWI	1.83	*0.26*	3.87	*0.77*
TNW	1.87	*0.25*	3.95	*0.82*
ITC	1.74	*0.32*	3.90	*0.72*
GA	1.81	*0.25*	3.85	*0.75*
CFM	1.95	*0.21*	3.80	*0.92*
CES	1.88	*0.29*	3.98	*0.84*
FIN	2.00	*0.00*	3.96	*0.77*
HR	2.00	*0.00*	4.24	*0.53*
LISA	1.94	*0.17*	4.14	*0.50*
M&C	1.97	*0.13*	3.85	*0.54*
SBD	1.75	*0.29*	3.25	*1.37*
S&P	1.95	*0.16*	4.20	*0.50*
UT 2022 total	**1.84**	***0.26***	**3.89**	***0.79***
UT 2021 wave3	**1.83**	***0.28***	**3.95**	***0.70***

[1] Scale = 1 (yes) to 2 (no)
[2] Scale = 1 to 5

In Table 2.6 the job demands are presented per function. Role overload is perceived significantly ($p<.05$) lower by support staff compared to PhD students, Researchers, Assistant and Associate professors.

Table 2.6: Job demands: Role overload and Role ambiguity per function

Function	**Role overload[1]**		**Role ambiguity[2]**	
	Mean	*SD*	Mean	*SD*
PhD Candidate / Student	1.79	.29	3.79	*.70*
Researcher / Postdoc	1.79	.32	3.58	*.97*
Teacher / lecturer	1.83	.29	3.95	*.71*
Assistant Professor	1.67	.31	3.92	*.79*
Associate Professor	1.75	.25	3.79	*.91*
Full professor	1.78	.26	4.00	*.57*
Manager (service dept)	1.87	.22	4.17	*.89*
Manager (faculties)	1.93	.18	3.98	*.73*
Support staff	1.95	.16	3.96	*.73*
I prefer not to answer this question	1.76	.31	3.70	*1.09*
UT 2022 total	**1.84**	**.26**	**3.89**	***.79***
UT 2021 wave3	**1.83**	**.28**	**3.95**	***.70***

[1] Scale = 1 (yes) to 2 (no)
[2] Scale = 1 to 5

2.4 Job resources

Table 2.7 shows the means per unit for the job resources. Only one significant differences between organisational units was evident here. The difference in means in Team cohesion between EEMCS and TNW is significant, implying a higher team cohesion at TNW. No differences were found between the organisational units in LMX, autonomy, self-efficacy and commitment.

Table 2.7: Job resources per organisational unit

Organisational unit	LMX		Team cohesion		Autonomy		Self-efficacy		Commitment	
	Mean	*SD*	Mean	*SD*	Mean	*SD*	Mean	*SD*	Mean	*SD*
BMS	3.49	*.93*	4.05	*.64*	4.08	*.70*	3.93	*.68*	3.30	*.80*
ET	3.69	*.92*	4.01	*.61*	4.18	*.85*	3.99	*.73*	3.34	*.82*
EEMCS/EWI	3.77	*.72*	3.97	*.70*	4.15	*.62*	3.82	*.73*	3.32	*.78*
TNW	3.73	*.92*	4.31	*.62*	4.16	*.88*	4.07	*.61*	3.54	*.86*
ITC	3.71	*.79*	3.95	*.66*	4.12	*.78*	3.97	*.56*	3.26	*.81*
GA	4.02	*.74*	4.40	*.59*	4.21	*.74*	4.04	*1.20*	3.31	*.72*
CFM	3.54	*.92*	3.80	*.41*	4.08	*.59*	4.08	*.82*	3.64	*.69*
CES	3.70	*1.00*	4.10	*.64*	4.09	*.62*	4.20	*.51*	3.64	*.63*
FIN	3.59	*.61*	3.85	*.60*	4.19	*.58*	4.19	*.53*	3.69	*.33*
HR	3.90	*.55*	4.17	*.57*	4.02	*.33*	4.24	*.42*	3.64	*.80*
LISA	3.90	*.67*	4.06	*.52*	4.14	*.43*	4.18	*.59*	3.77	*.64*
M&C	3.76	*.75*	4.13	*.51*	4.25	*.55*	4.10	*.43*	3.97	*.49*
SBD	3.67	*1.62*	4.08	*1.03*	3.58	*.83*	4.17	*.33*	3.31	*.75*
S&P	4.37	*.47*	4.23	*.57*	4.27	*.38*	4.17	*.48*	4.05	*.56*
UT 2022 total	**3.71**	***.86***	**4.07**	***.64***	**4.13**	***.71***	**4.01**	***.67***	**3.45**	***.78***
UT 2021 wave3	**3.80**	***.74***	**4.11**	***.64***	**4.10**	***.71***	**3.97**	***.68***	**3.50**	***.77***

In the job resources (see Table 2.8) we found two significant ($p<.05$) differences per job type. PhD students perceive a lower team cohesion compared to managers. PhD students also perceive a significantly lower self-efficacy compared to all other job types. In addition, PhD students and Researchers/post-docs score lower in commitment compared to Managers and Support staff.

Table 2.8 Job resources per function

Function	LMX		Team cohesion		Autonomy		Self-efficacy		Commitment	
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*
PhD Candidate / Student	3.74	.74	3.92	.76	4.11	.71	3.56	.71	3.20	.82
Researcher / Postdoc	3.66	1.05	4.12	.68	4.08	.90	3.92	.74	3.09	.87
Teacher / Lecturer	3.57	.65	4.11	.53	3.97	.66	3.97	.21	3.51	.62
Assistant Professor	3.66	.90	3.92	.61	4.03	.91	4.15	.58	3.26	.84
Associate Professor	3.71	.82	4.04	.58	4.24	.56	4.14	.57	3.49	.88
Full professor	3.30	.90	4.07	.47	4.46	.75	4.17	.66	3.79	.70
Manager (service dept)	3.99	.79	4.22	.51	4.31	.72	4.23	.48	3.75	.67
Manager (faculties)	3.88	.89	4.52	.50	4.31	.74	4.00	.57	4.04	.66
Support staff	3.80	.78	4.15	.59	4.15	.58	4.10	.67	3.60	.68
I prefer not to answer this question	3.21	1.28	3.96	.69	3.99	.82	4.28	.54	3.27	.82
UT 2022 total	**3.71**	**.86**	**4.07**	**.64**	**4.13**	**.71**	**4.01**	**.67**	**3.45**	**.78**

UT 2021 wave3	**3.80**	***.74***	**4.11**	***.64***	**4.11**	***.71***	**3.97**	***.68***	**3.50**	***.77***

2.5 Perceived workload and excessive work hours

This section presents the data on perceived workload, overtime hours and on which activities the respondents spend their time.

Slightly more perceived workload than November 2021

Figure 2.3 on perceived workload shows for 2022 a rather similar result on the perception of workload compared with one year ago. With 42% of the respondents experiencing a (way) too high workload it is somewhat higher than November 2021 (38%) and somewhat lower comparable with 2019 (44%). Again, we have to mention that the samples in all six surveys are different, so it is 'dangerous' to draw conclusions.

Figure 2.3 Perceived workload 2015-2021

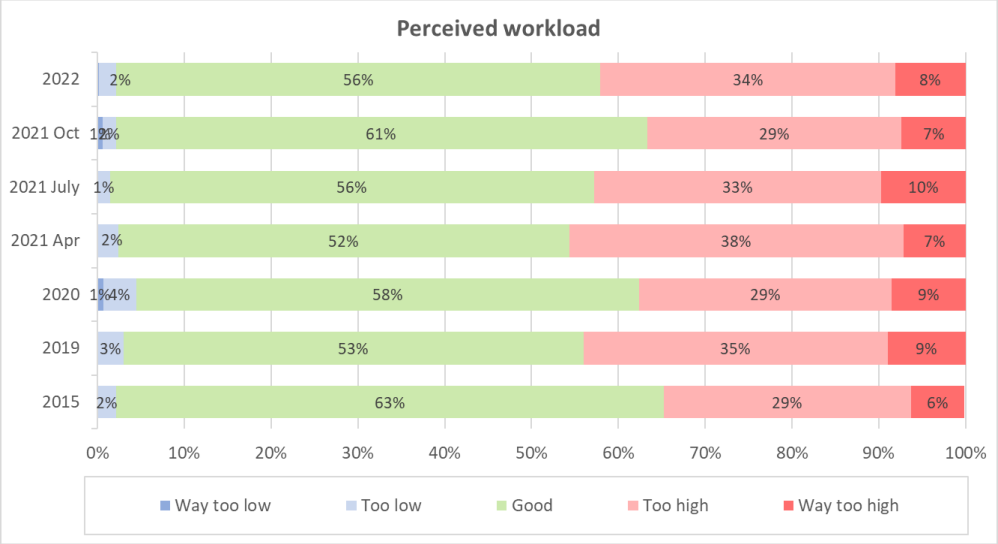
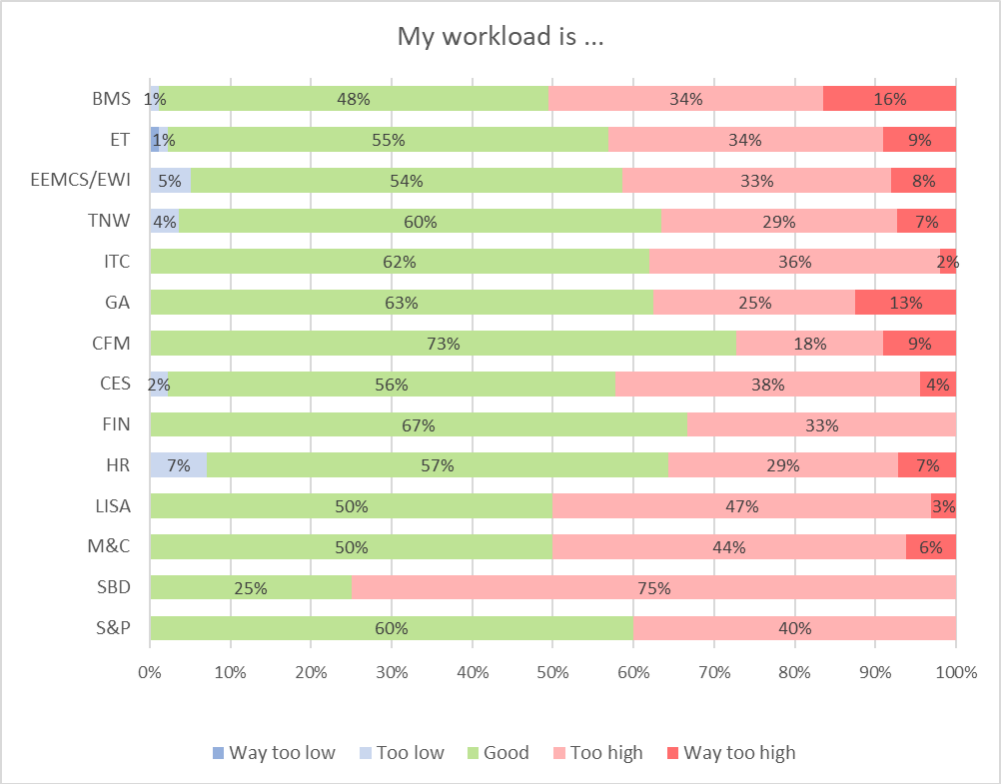


Figure 2.4 shows the results per organisational unit, with BMS as the faculty with the highest perceived workload (50%), similar with Wave 3 in 2021; also in Wave 1 and 2 BMS had the highest perceived workload. Of the service departments, SBD, M&C and LISA showed the highest perceptions of workload.

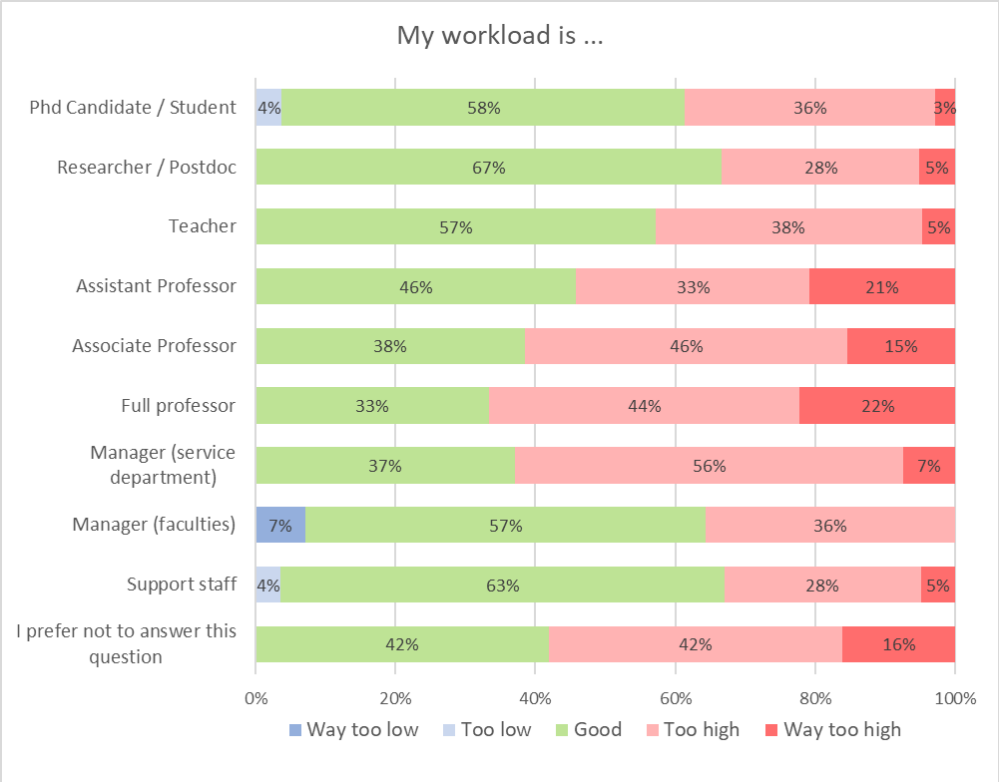
Figure 2.4 Perceived workload by organisational unit



Predictors of workload are age (the higher the age, the higher perceived workload), job types (see Figure 2.5), autonomy (the higher the autonomy, the lower the perceived workload) and challenging job demands (the more challenging job demands, the higher perceived workload.

Figure 2.5 again shows that academic staff, especially Full, Associate and Assistant professors perceive the highest workload, with percentages up to 66% of the Full professors and 54% of the Assistant professors reporting too high of a workload. That is similar to the 2021 outcomes.

Figure 2.5 Perceived workload by function/job title

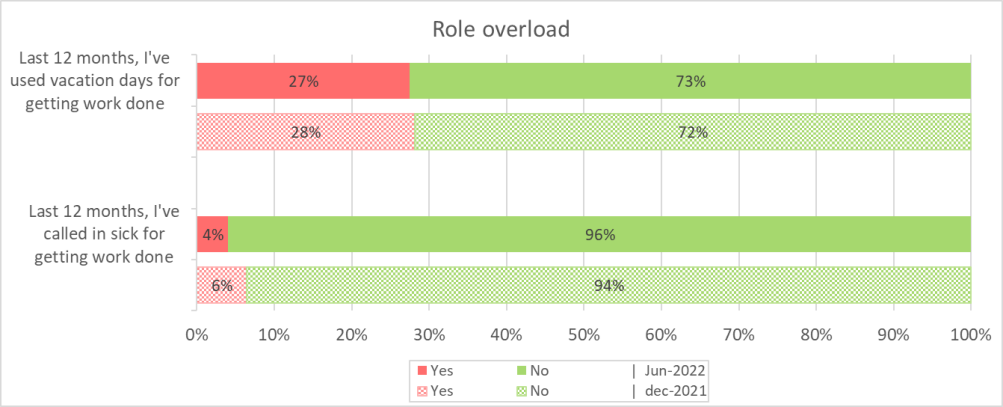


In the survey, we zoom in the workload by three ways: role overload, overtime and time spent on activities.

Predictors of Using Vacation Days to Get Work Done

Role overload is an indication of perceived workload; we asked whether respondents use their vacation days or even sick leave to finish their work. More than one out of four is using these kind of valves. Figure 2.6 shows that 27% of the respondents indicating they are using vacation days for getting their work done. That is similar to the 2021 outcomes and the 2019 survey. Calling sick for getting work done decreased a little bit from 6% to 4%.

Figure 2.6 Role overload: use of vacation days and use of sick leave



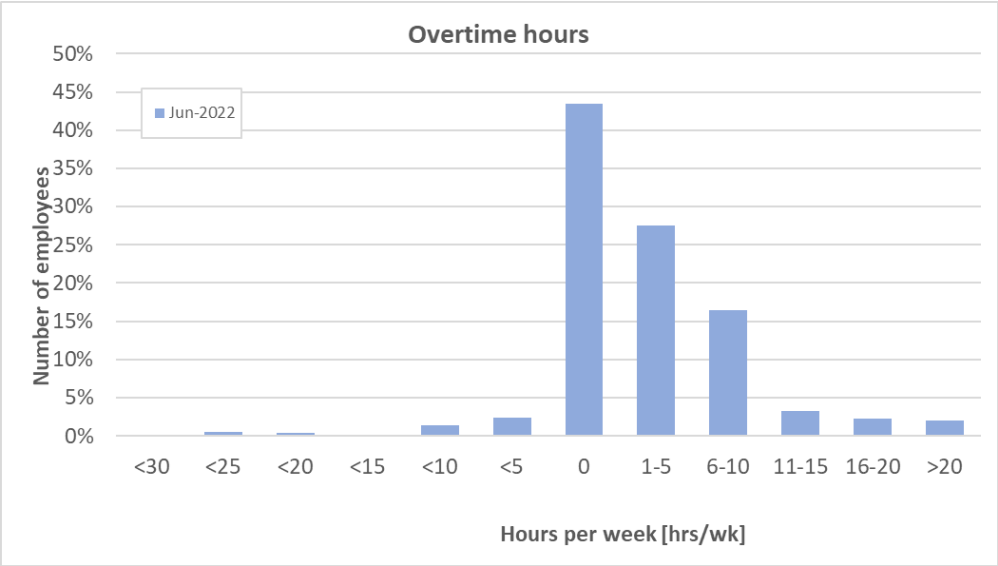
Apparently, using vacation days and even calling in sick are persistent ways of UT respondents dealing with workload. We performed multiple regression to see which predictors might explain the use of vacation days (Wave 1: 27.5%. Wave 2: 29.3%. Wave 3: 27.8%, 2022: 27%).

Similar to 2021, people who completed the survey in English and in academic positions are much more likely to take vacation days to get work done. People with children are more likely to do this. Also some small effects are visible for self-efficacy and job crafting.

Overtime hours

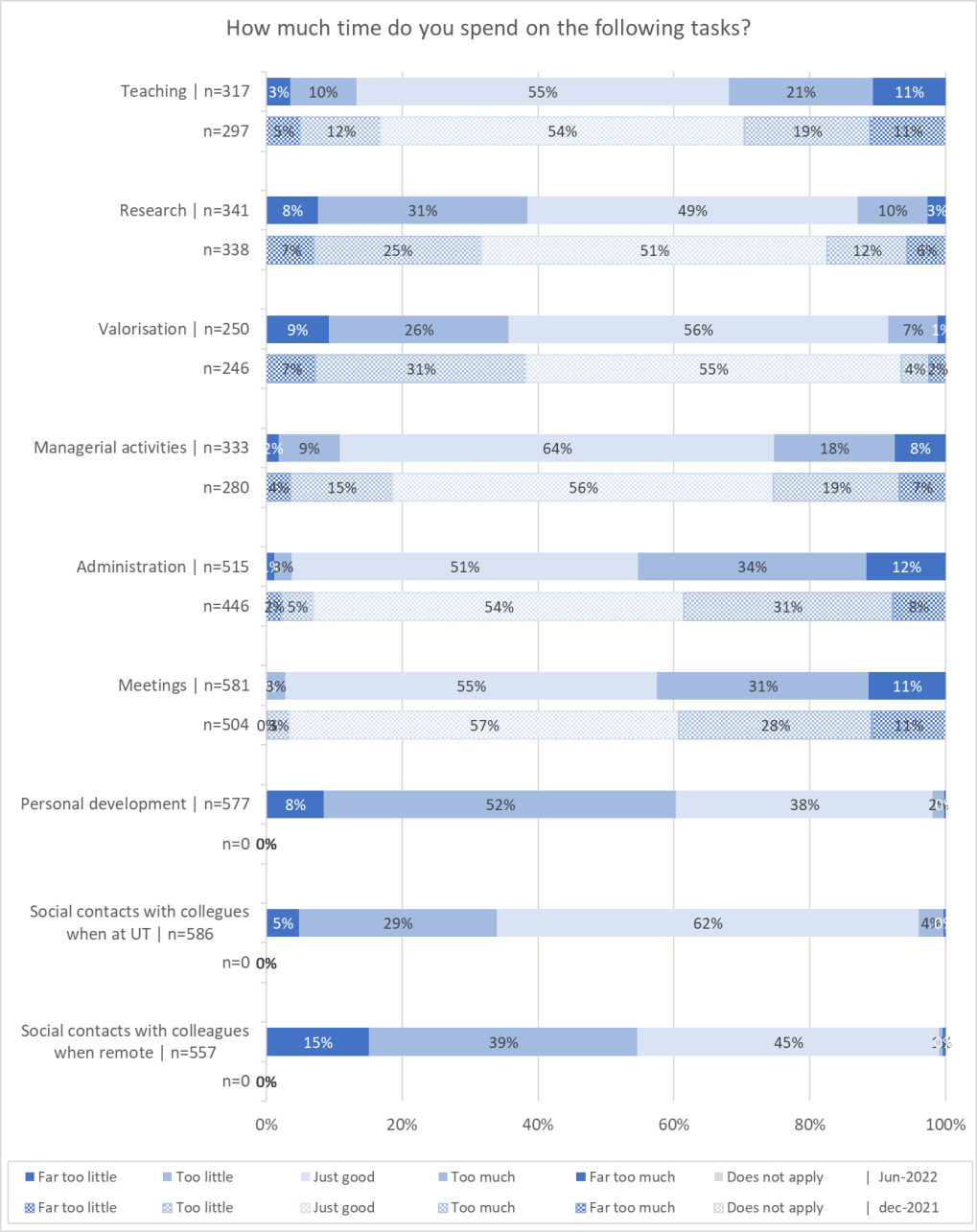
We can observe that almost half of the respondents work longer than their contractual hours. Some of them are really making long hours: almost 10% are making more than 10 hours overtime per week, comparable with the outcomes of Wave 3 in 2021.

Figure 2.7 Perceived overtime in hours per week (June 2022)



On what type of activities do the respondents spend their time and how satisfied are they with this? Figure 2.8 presents the results, from which we may conclude that the respondents spend too much time in their opinion on meetings (42%) and administration (54%), both more than in 2021. From the core processes, teaching takes too much time according to almost one third of the respondents. Three extra questions reveal that 60% have the opinion that they spend too little time on personal development, and 34% spend too little on social contacts with colleagues. The last percentage rises to 54% when working remotely.

Figure 2.8 Time spent on activities



2.6 Model: test of antecedents

To examine the relationships between well-being and its antecedents (including: HRM satisfaction, job crafting, autonomy, self-efficacy, leader-member exchange, commitment and team cohesion), we tested the conceptual model as outlined in Chapter 2. For an overview of the average score of each antecedent (across organizational units) we refer to Appendix 3.

To examine these relationships, we first assessed – through structural equation modelling in MPlus – how well the conceptual model fitted the survey data. We tested the accepted model from the 2019 survey report that was based on the hypothesized model. This procedure resulted in a model that had acceptable model fit ($\chi2(8) = 21.43$; $p = .01$; CFI = .99; RMSEA = .05; SRMR = .02) and which was used to examine the relationship between employee well-being and its antecedents. For the sake of brevity, here we only discuss the relationships between organizational stimuli (i.e., satisfaction with HRM and job crafting) and well-being (work engagement) as mediated by job demands and job resources.

Figure 2.9 provides an overview of the relationships among the key variables of interest. For the sake of clarity, we only include the relationships which were found to be significant ($p < .05$) and exclude the significant correlations among the job resources/job demands.

First, as can be seen in Figure 2.8, work engagement is most strongly and positively influenced by commitment ($\beta = .23$, $p < .001$). This implies that employees who experience a strong bond with the UT are more likely to experience high-level work engagement than those who do not experience this bond. Strain, on the other hand, is most strongly influenced by role overload ($\beta = .44$, $p < .001$). This shows that those who experience their workload to be too high are more likely to experience cognitive irritation (e.g., worry about problems at work). On the other hand, role clarity ($\beta = -.09$, $p < .05$) and team cohesion ($\beta = -.10$, $p < .01$) are negatively related to strain. This implies that employees' cognitive irritation decreases when they clearly understand what is expected of them and they feel a positive bond among team members.

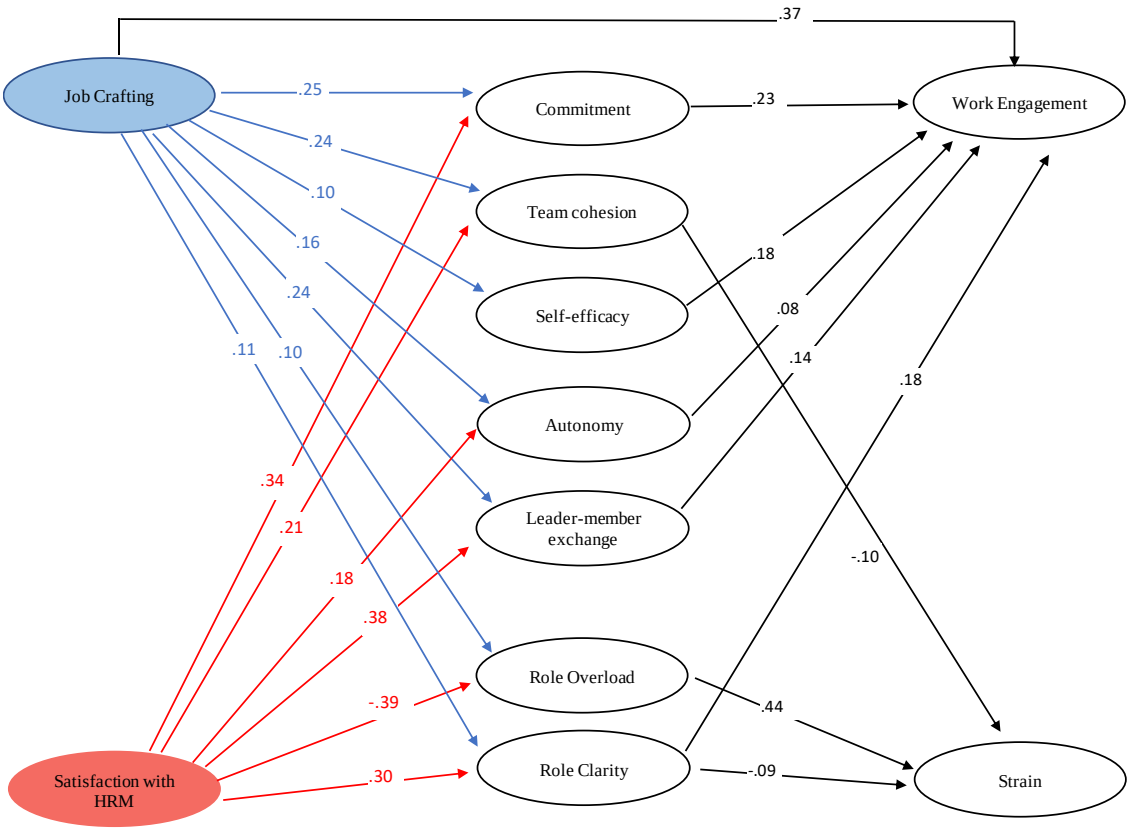
Second, in most cases, job crafting and satisfaction with HRM are indirectly related to work engagement and strain through the mediating role of job demands and job resources as suggested by the Job Demands Resources Model. An exception is the direct and positive relationship between job crafting and work engagement ($\beta = .37$, $p < .001$). This shows that employees can improve their dedication and vigor at work through proactively increasing structural job resources (e.g. knowledge and skills), increasing social job resources (e.g. seeking feedback) and increasing challenging job demands (e.g. taking on additional responsibilities they find intellectually stimulating).

Third, satisfaction with HRM is indirectly and positively related to work engagement (total indirect effects = .22, $p < .001$) through its positive effects on all of the job demands and job resources except for self-efficacy. This implies that satisfaction with HRM relates positively with work engagement because it provides employees a feeling they strongly belong to a team and to the UT, while reducing their workload perceptions. Satisfaction with HRM is indirectly related to strain (total indirect effects = -.26) primarily through workload (indirect effect = -.17, $p<.001$).

Fourth, the positive, indirect relationship between job crafting and work engagement can be best explained by the finding that job crafting relates positively to commitment (β = .21, p < .001). This shows that job crafting helps to improve work engagement when it provides employees a feeling of belongingness to their team and the UT (indirect effect = .06, p < .001). On the other side, job crafting and strain are largely unrelated (total indirect effect = -.02, p > .05). There are some small specific indirect effects through cohesion (indirect effect = -.02, p < .05) and workload (indirect effect = .04, p < .05) but these opposite effects cancel each other out in the overall indirect effects model.

In summary, job crafting and satisfaction with HRM had favorable relationships with nearly all of the job resources and job demands. The explanation of work engagement and strain as outcomes was more limited. Many of the estimates in the model, while statistically significant, were quite small. Effects on strain were largely through workload, while effects on engagement were mainly through commitment, self-efficacy, and role clarity.

Figure 2.9 Strength of the significant relationships in conceptual model



Note: Model calculated using data from data collected in spring/summer 2022 (n=602). Standardized estimates (p<.05) are shown in the diagram. Role overload is coded such that higher values represent higher workload. Correlations among the mediators are not shown.

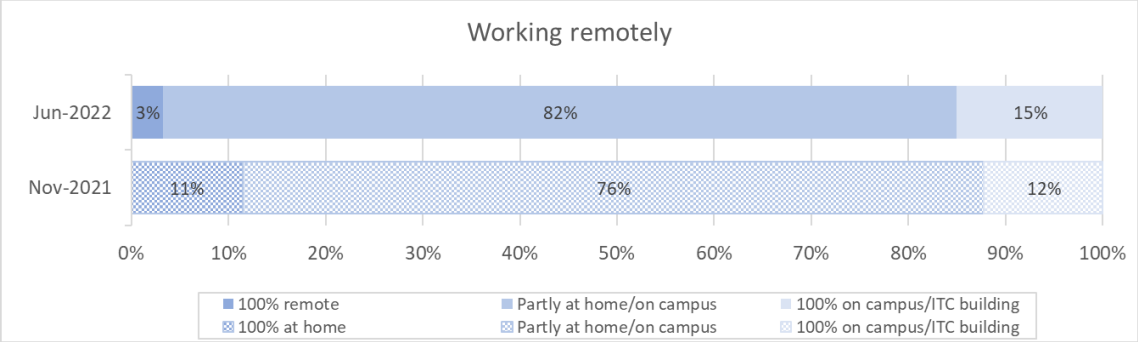
3 FINDINGS ON HYBRID WORKING

This chapter describes the main findings related to work due to working partly remote (mainly from home) and partly on campus.

3.1 Perceived general effects of homeworking

Figure 3.1 shows that only 3% of the employees work from home full-time (compared to 42% in Wave 2 and 52% in Wave 1 and 72% in 2020) and 82% work partly from home and partly on campus or in the ITC building. This seems to be a good reflection of the current situation without strict Covid-19 regulations (no enforced homeworking). With 82% working partly at home and on campus, the hybrid way of working has become a reality for most of UT employees.

Figure 3.1 Working situation



Three questions were asked to explore possible links between online working and quality of teaching, research and output in general, see Figure 3.2. For output, 41% indicate that working online leads to less perceived quality. In general, for research and teaching quality, a minority reports a decreased perceived quality (Research 13% and Teaching 9%). However, here we have to take into account the large number of respondents that do not have teaching or research obligations. In Figure 3.3 we show the percentages per function group. Then it becomes visible that approximately 14-28% of teaching staff is perceiving reduced quality due to online teaching. That percentage is lower compared to former waves (e.g. in November 2021 these percentages varied between 42%-65%). Reasons might be that UT staff is more able to teach online, in combination with the fact that most (essential?) teaching activities were on campus.

Figure 3.2 Perceived effects of working online on quality of teaching, research and output

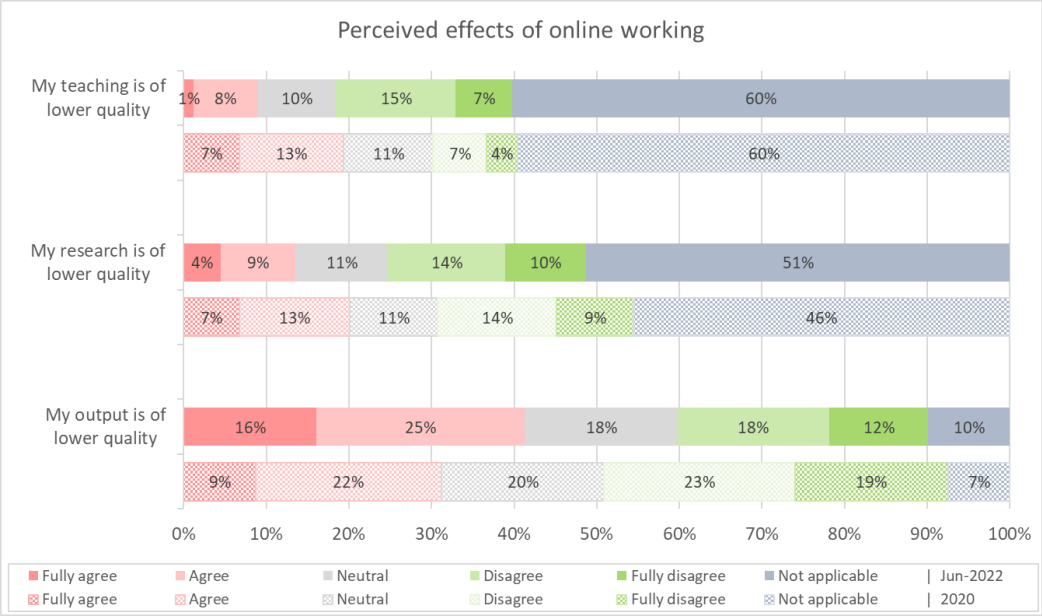
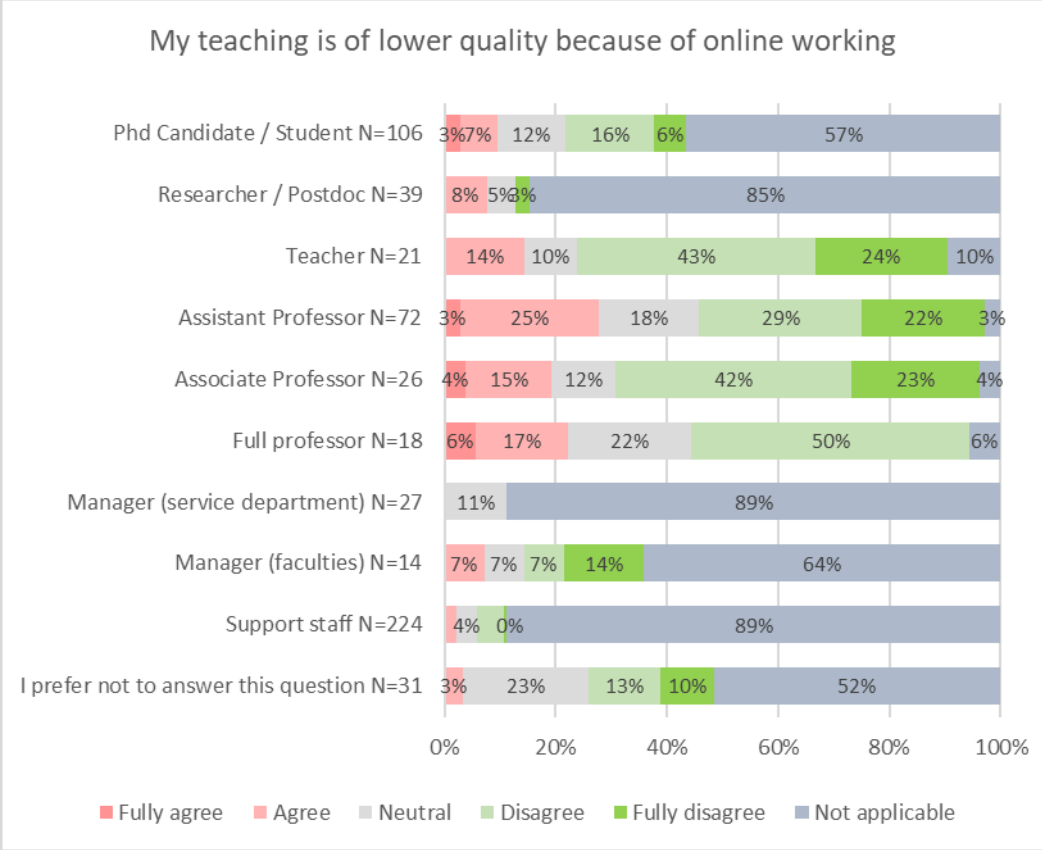


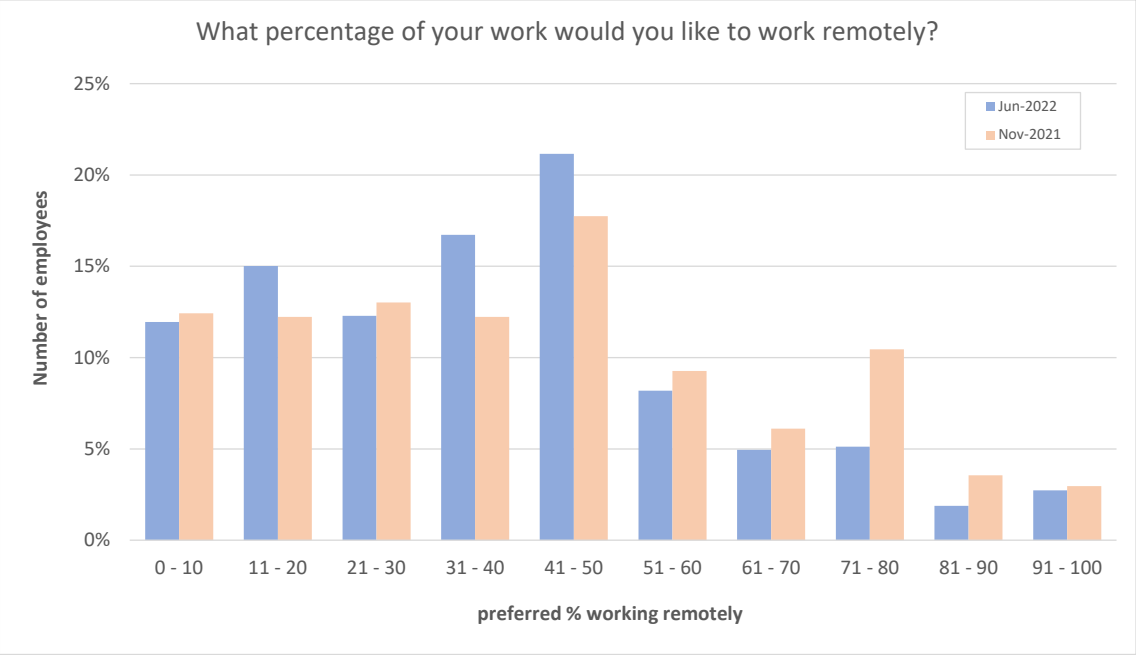
Figure 3.3 Perceived effects of working online on quality of teaching per function



3.2 Preferences for hybrid working: diversity across individuals

The preferences for working in a hybrid way, both home and at campus/ITC building were included in the survey. In general, the percentages for working home followed the same pattern like 2021. However, the preferences are a bit less dispersed, with less preferences for heavy homeworking.

Figure 3.4 Preference home working (in % of worktime)



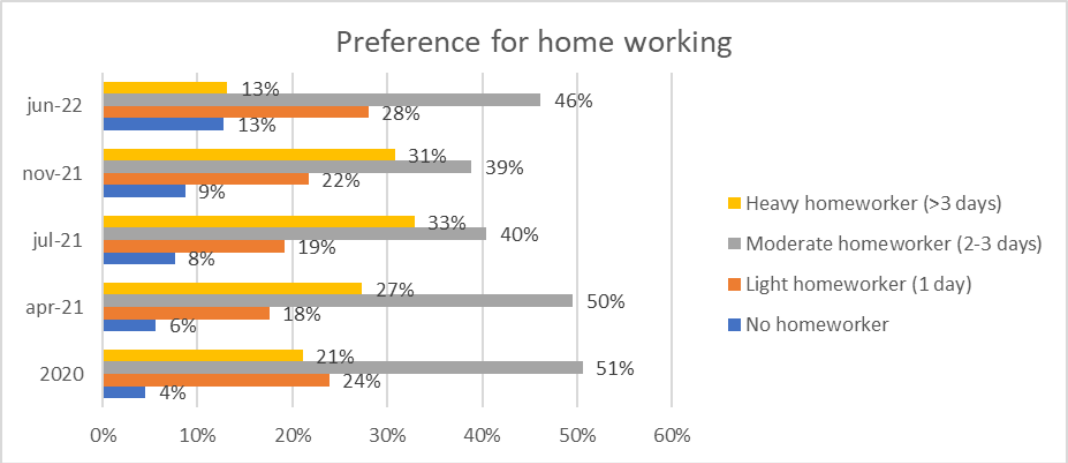
The same numbers are presented grouped into four categories of homeworkers:

1. No homeworkers (0-9%, occasionally)
2. Light homeworkers (10-29%, 1 day a week)
3. Moderate homeworkers (30-59%, 2-3 days a week)
4. Heavy homeworkers (60-100%, >3 days a week)

Compared to Wave 2 (June 2021) and 3 (November 2021), we now observe a somewhat less dispersed outcome: 46% want to work from home 2-3 days a week, and another 28% want to work from home only 1 day a week. At both sides we see equal numbers (13%) who want to work from home more than 3 days a week or on the other extreme who can be classified as 'no homeworkers'. Especially the amount of heavy homeworkers has decreased since the last survey at the end of 2021. We must keep in mind again that all five samples might be different.

Nevertheless, with almost half of the employees who want to work from home 2-3 days week, that seems to be a permanent situation for the near future.

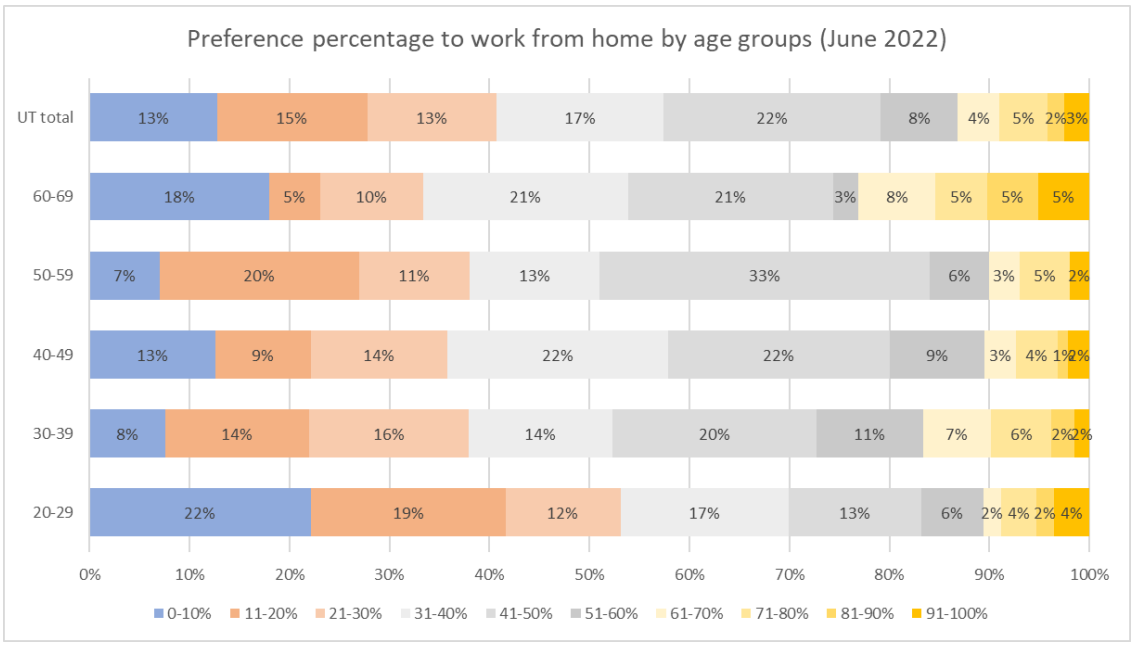
Figure 3.6 Preferences for working at home divided in categories (in % of worktime)



Secondly, many young employees want to work from home less compared to their older colleagues. As can be seen from Figure 3.7 the employees under 30 years old want to work from home less compared to other age groups (Beta .110, p <.05): almost 55% of these young respondents can be categorised as no or light homeworkers. For the other age groups, that percentage is 33-38%. Still, some of the younger employees want to work from home more days. The 'heavy homeworkers' are mostly stemming from the respondents in their 60s or 30s.

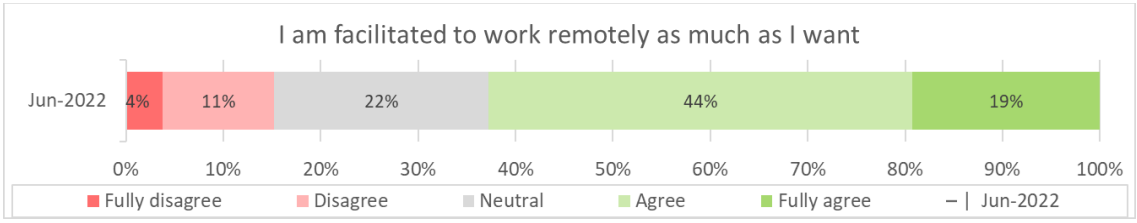
When examining predictors of preferences for working from home using a multivariate regression, age and team cohesion were the only significant predictors. Respondents who are older were more inclined to work from home (ß= .110. p<.05). Regarding team cohesion, those with more team cohesion tended to report less preference for working from home (ß= -.174. p < .01). None of the other demographic variables had a significant impact. In short, like the last survey at the end of 2021, we may observe here a lot of individual preferences (people just like it to work from home or not), partly explained by age and team cohesion.

Figure 3.7 Homework preferences by age groups



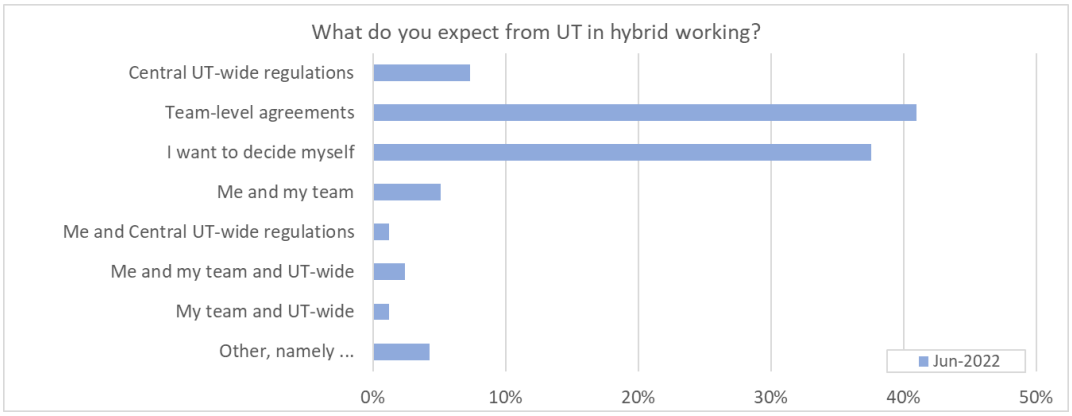
Most people (63%) indicate that they are facilitated to work remotely as much as they want.

Figure 3.8 Facilitated to work remotely



An important question is how teams will regulate the amount of days individuals will work at home. Most people indicate that team-level agreements on hybrid working will suffice, though almost the same amount of people suggest they would like to decide about it themselves. Only 10% want to have central UT-wide regulations on working remotely.

Figure 3.8 Who should decide on regulations to work remotely

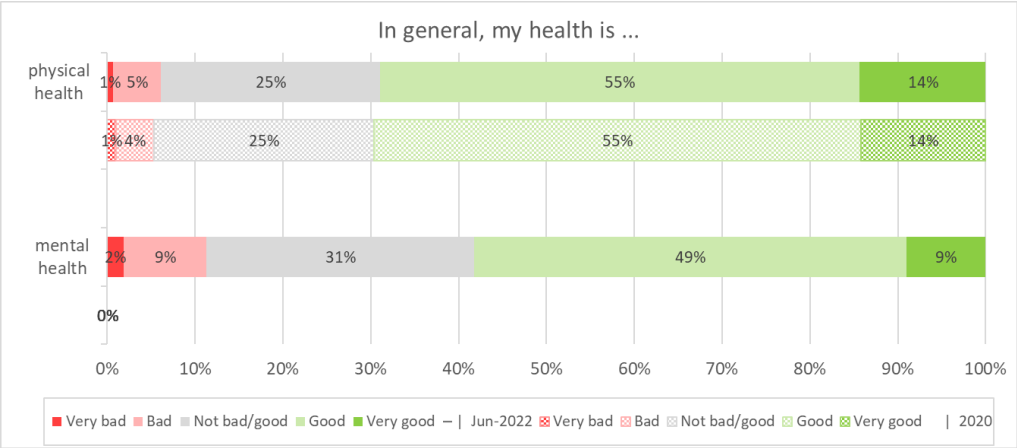


4 FINDINGS ON HEALTH, WORK-LIFE BALANCE AND INCLUSION

4.1 Perceived health effects

A large majority of respondents reports a good or very good physical health (69%), while 6% report a (very) bad health, see Figure 4.1. We also asked the perception of the mental health, then we see that 11% report a (very) bad mental health.

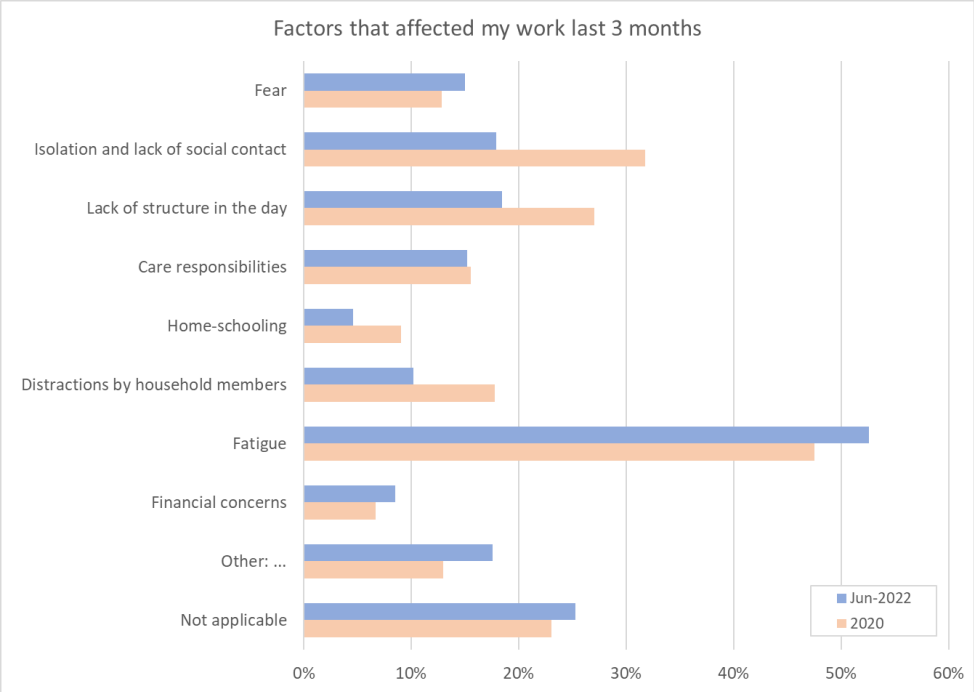
Figure 4.1 Perceived health



See Figure 4.2 for the list of factors that are affecting work. The top-4 factors that are affecting work have changed since last year:
(1) Fatigue
(2) Lack of structure in the day
(3) Isolation
(4) Care responsibilities.

Compared to 2020, in 2022 by far the most often mentioned factor is fatigue, just like in 2021. Like in Wave 3, now again more than 50% indicate fatigue is the number 1 factor. The other factors are mentioned by less than 20% of the respondents. In 2020 during the first lockdown, the number one factor was social isolation and lack of social contact.
This is again an indication that respondents are coping with the hybrid way of working and they have adapted their social life to it. The remaining factor is fatigue, likely due to a perceived heavy workload.

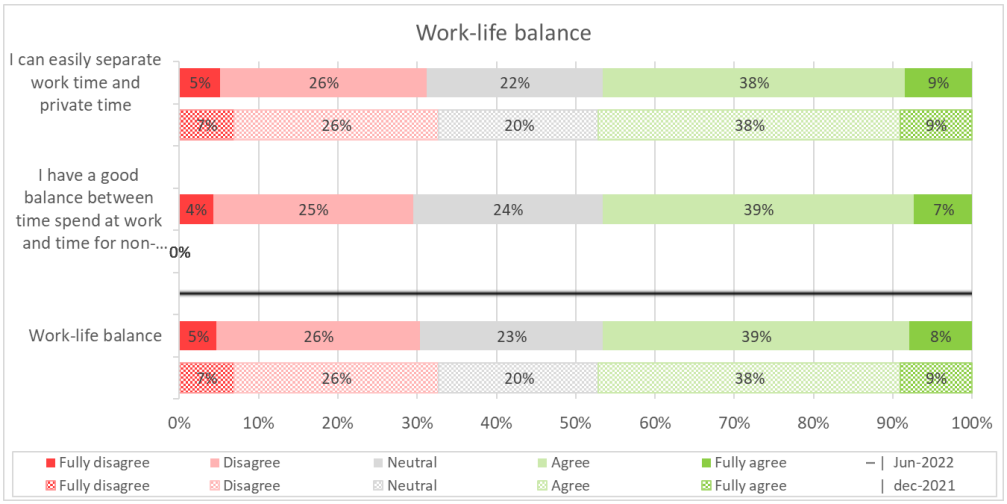
Figure 4.2 Factors affecting work



4.2 Work-life balance

Figure 4.3 presents the perceived home-work interference. In 2020, in spite of the first lockdown due to corona, 36% agreed that they can separate work time and private time, while now this percentage increased to 47%. In line with this, a smaller group is struggling with work-life balance. However, this group across the three waves of 2021 and the first wave in 2022 is still around 30-33%; they report a negative interaction between the work and home domains. In other words, one of each three UT employees is not satisfied about work-life balance.

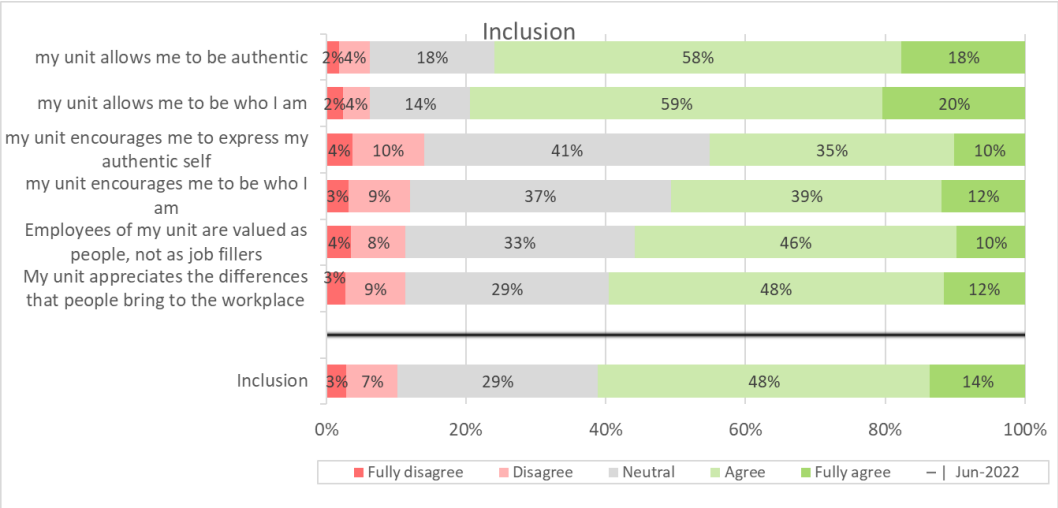
Figure 4.3 Perceived home-work interference



4.3 Inclusion

A new set of questions was focused on the topic of inclusion such that "individuals of all backgrounds—not just members of historically powerful identity groups—are fairly treated, valued for who they are, and included in core decision making." (Nishii, 2013, p. 1754)[4]. Figure 4.4 shows that the large majority of UT employees are positive about inclusion (62%), especially on the 'passive' aspect of inclusion: the extent to which the team allows individuals to be authentic. The 'active' side of inclusion ('my unit encourages me to be authentic') has been answered a bit more hesitantly. The regression analysis showed the relations between inclusion and the other job resources. The two largest associations that were significant are LMX ($\beta = .323$, $p < .05$) and Team cohesion ($\beta = .236$, $p < .05$). These results indicate that those who feel more positive about inclusion also are positive about the relationship with their supervisor and their team (direct colleagues), which is not an unexpected result. Nevertheless, again it focuses how important the supervisor/manager is in establishing a safe and open culture.

Figure 4.4 Inclusion



[4] Nishii, L. H. (2013). The benefits of climate for inclusion for genderdiverse groups. *Academy of Management Journal, 56,* 1754–1774. http://dx.doi.org/10.5465/amj.2009.0823

5 FINDINGS ON INAPPROPRIATE BEHAVIORS

To be included after Wave 2.

6 OPEN REMARKS

5.1 Tops & tips

I dislike the rule of having to work 60% of the time in the office. I am way more productive at home, in the office the noises and frequent disruptions cause me not to get things done. The homeworking rule during Covid was the best thing that ever happened to my research productivity.

I think we require a lot more teaching staff. There would be people glad to have contracts as regular teachers at the University. But right now a lot of the teaching duties fall on researchers who are also expected to publish regularly and excel in other areas. It's simply unsustainable.

Less administration and reporting and more time to focus on improving/ working on teaching and research would be greatly appreciated. More reporting does not make me a better teacher, or a better researcher. Just a highly paid administrative person

Reduce the expectation that all UT goals must be achieved in a year - set realistic/ achievable goals. Stress reduction and time to develop your knowledge / abilities should be a measurable factor in setting targets.

Be able to work from home for a week and then work another week at UT or something... I find it difficult to switch day by day (home, workplace). I end up sitting at UT 100%.

Things work out well but we need clarity about hybrid working opportunities. But we need to establish that in the team. No central steering needed. Flexibility is appreciated and also necessary

The problem is always workload. I love teaching but when I do so much of it I can't maintain quality. The academic year is also much too relentless. I.e. Moving from blocks A to B with no break creates huge pressure points and doesn't give staff or students a moment to rest and means there are long spells where non-teaching tasks are literally impossible. Unless of course you just ignore them.

Clear performance criteria, recognition for work done, fair treatment

To pay a bit more attention to issues of REAL inclusion of non-European international staff and other people with diverse backgrounds.

I would like Walking Meetings!

5.2 Reasons for gaps between expected and actual hours

Respondents were able to argue why a difference between expected and actual hours exist, most indicate ‘work overload’:

Tend to work a few extra hours catching up on emails and finishing tasks.

Because the amount of work given to me is absolutely impossible to conduct within the hours given. None of the hours allocated to e.g. thesis supervision are even remotely realistic and you end up doing at least twice the amount of hours per student.

Not having a permanent position yet, the competitiveness in the academic job market is enormous and great productivity is required which often involves working overtime.

5.3 Open question

Below a selection of typical answers on the last open question: We would like to give you the opportunity to explain your answers or to bring forward matters that are not included in this questionnaire.

I am generally very happy with my work. It does keep me busy but I find it very satisfying and getting the job here has been the best career move I have ever made.

In this day and age, I think it is important to be inclusive, this counts for teaching and research. For example, I can barely find any information on the website for people who are neurodiverse or have learning difficulties. Do you have any accommodations for them? A lot of my students struggle but have barely any accommodations available for them. Same goes for staff.

"The past two years have been challenging but I must say that things worked out quite well and people have adapted to the new working conditions. In my team most people share feelings ideas and suggestions and we solve the challenges that we face. The UT and my Faculty are very accommodating and we are not facing any serious issues. I appreciate the leeway that we have in dealing with issues. We have regular discussions on well-being (in groups and individually) and as far as I can judge people are comfortable.

When personal issues appear (and they do) people know how to find either HR or me to discuss their problems and come to reasonable and satisfactory solutions."

I am very much self-aware and had been focused on my self-management skills and mental health for years. Despite that, during lockdown I struggled, even though I never determined that I needed to take some time off or report myself with an issue. Mainly, it has been about habits, but I know many others struggle with that too. All in all, I consider my case to be fairly positive, since I have managed to 'stay afloat' so far. I know many other cases of colleagues who were more severely affected. As mentioned before, I think deeper, more systematic, and more 'norm-disruptive' approaches to support these matters would be great. Initiatives beyond 'healthy weeks' or communication about services and facilities. How to promote the members of the UT community to (re-)engage in good lifestyle and work habits?

As a postdoc, I do not know what job opportunities exist at UT except becoming a faculty. Could role such as Junior/Senior Scientist, Research Scientists, etc. also be defined with the possibility of a permanent contract?

7 CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. In general, the main message is the same like previous waves: UT employees still are both highly engaged and strained. They have much energy and dedication to their job, they show high commitment, they like their autonomy and possibilities for job crafting such as taking on new challenging demands, however, at the same time they feel strained by the amount of demands and role overload, especially the amount of administration and teaching overload.

2. Most respondents are satisfied with the UT, on average they grade the UT with a 7.5. A similar grade as in Wave 1 and 2 of 2021 and similar to 2020 (7.6), somewhat lower than Wave 3 of 2021 (7.7) and somewhat higher than 2019 (7.2).

3. By and large, the job demands, job resources and organisational stimuli (job crafting and HRM satisfaction) are viewed on comparable levels like previous waves. Most are a bit lower compared to November 2021, and similar with the outcomes of the surveys earlier in 2021 and 2019. Of course, we cannot compare the results in a strict sense of a repeated measurement, because we have different samples.

4. The high strain is reflected in the perceived workload, 42% of the respondents now perceive a (way) too high workload. In 2020 it was 38% and in 2019 it was 44%. Especially scientific staff (teachers, assistant, associate and full professors) are mostly perceiving a high workload, with managers in the second place, while support staff is experiencing the least workload. The finding that 27% of the respondents (mainly academic staff) take vacation days to finish their work is another indication of the high strain.

5. Only a minority is satisfied about the dialogue with them about a realistic workload.

6. Time spent on meetings and administration are viewed as too much. The same applies for teaching. There is too less time for research. In addition, there is too little time for personal development, though most are satisfied with the opportunities to development.

7. Hybrid working (partly from home, partly on campus) is normal practice for 82%. Only 3% work fully from home. This is a sharp difference with the other waves, reflecting the phase in the (post)pandemic situation.

8. Most respondents can do their work from home to a sufficient level, although 41% view the output due to online work of less quality. This is still an important point for attention: what type of tasks and activities are suitable for working remotely? Teaching quality is viewed by 25% of teaching staff of less quality due to online work, which has been improved significantly compared to the previous survey in November 2021.

9. The preferences for working from home diverse, however, the group of 'heavy homeworkers' has been decreased from 32% to 13%. The largest group (46%) want to work 2-3 days from home and 28% want to work max 1 day a week from home. Especially the younger employees (under 30s) want to work from home less compared to other age groups. An interesting predictor for the preference to work from home is team cohesion: the respondents with lower the team cohesion are preferring a higher percentage of time at home. No other antecedents were significant. Apparently, individual differences are relevant in these preferences.

10. Work-life balance has been stabilized on the level of almost half that is positive about it. Still, one out three employees are struggling with work-life balance (33%).

11. The majority of UT employees is positive about inclusion (62%), especially on the 'passive' aspect of inclusion: the extent to which the team allows individuals to be authentic. The 'active' side of inclusion ('my unit encourages me to be authentic') has been answered a bit more hesitantly. Those who feel more positive about inclusion also are positive about the relationship with their supervisor and their team (direct colleagues). Again, it focuses how important the supervisor/manager is in establishing a safe and open culture.

RECOMMENDATIONS

1. Scientific staff (Teachers/lecturers, Assistant, Associate and Full professors) experiences the highest workload. Next to scientific staff, the managers perceive a too high workload. Reducing the amount of work is an unquestionable precondition for well-being. Especially reducing meetings and administrative work that academic professionals have to do is a key to achieve this. Also for many of the academic staff the balance between research and teaching is skewed. In developing new policies, adapting existing policies, the focus should not only be on the students or managerial issues. The primary focus should be on staff and its well-being.
    a. Improve the dialogue on 'realistic workload'. This is primarily a challenge for supervisors/managers. Tools and skills are required to improve the dialogue on realistic workload, both on individual and team level. Dialogue about among other things the reasons why many people are taking vacation or sick days to get work done.
    b. Improve capacity management in the sense of providing more insight in the workload, better dialogues on the distribution of workload and smarter actions to reduce workload. As noted in the open comments, academia has become characterized in many ways by expanding workloads and a blend of personal and work life rather than separation. Communicating clear expectations about workloads and output (e.g.. publications) may help some individuals reduce their workload, but professional expectations from outside the UT are likely to reinforce high workload expectations. Providing additional support for administrative tasks

and teaching should be considered. This may also be an appropriate time to re-evaluate the work being done by employees in all job categories at the UT to see if some work tasks can be eliminated or streamlined. Is there work from an historical perspective that might not need to be done in the future? Alternatively, guidance on how to prioritize work activities rather than trying to accomplish everything could be useful.

c. Another option is to shift the timing of certain work activities, such as no early Monday morning meetings to avoid Sunday evenings to prepare for those meetings. However, some employees likely pursue a more blended model of work-life balance and rely on evenings and weekends to respond to e-mail, especially if they work with international research teams.
d. A final option is to reconsider the annual teaching calendar ('jaarcirkel') in order to have breaks between quartiles or a fifth 'quantile' with no teaching at all. This might help many academics to balance teaching and research activities.

2. Continue with the well-being initiatives. It has been observed and appreciated by the employees. Pay attention to specific groups: the managers, young employees, new employees, employees with unsecure contracts and employees who speak English as their primary language. Many of the open comments in the survey addressed resources for better food, fitness and sports and the importance of making those available as well as the need for more social interaction like informal connection events.

3. Since hybrid working will be the norm for most employee groups, the UT should accommodate the diverse preferences of the employees. Do not develop a standard norm for e.g. two days at home. Be flexible about it and adapt the norm within each organisational unit to personal circumstances. A 'one size fits all' approach towards the working time spend at home and on campus is inadvisable. That said, the UT should consider providing some guidance for managers on how to have this conversation with workgroups and employees. Most respondents indicate that the team level is the most important level to decide on the amount of remote working.

4. Pay attention to the role of the direct supervisor. Despite the fact that certain attention or target groups could be identified. never forget that also within groups (large) differences between apparently equal group members concerning desires and needs do exist. For finding individual differences and adequate solutions that both affect employee well-being and productivity. the role of direct supervisors is crucial. Direct communications between supervisors and individual staff members is inevitable for continuing a fit between organisational policies and practices and employees. Managers could also be provided with guidance on how to create more favourable leader-member exchange relationships with the employees in their workgroup. Leaders should be trained on the framework of LMX and then on communication styles more consistent with such relationships. High LMX relationships are easier to form when employees are new to the workgroup, but lower

quality relationships can be improved with training on feedback and approaches to assigning tasks[5].

5. Extra attention should be paid to PhD candidates/ PhD students. Though they score high on social job resources (e.g. seeking feedback), they score low on challenging job demands. Moreover, they score low on team cohesion and self-efficacy, implying that they might struggle with their projects on their own, without feeling connected to other team members. To improve team cohesion here, will support them in their relevant jobs for our university.

[5] See for example: Graen, G. B., Hui, C., & Taylor, E. A. (2006). Experience-based learning about LMX leadership and fairness in project teams: A dyadic directional approach. *Academy of Management Learning & Education*, *5*(4), 448-460.

Mayfield, J., & Mayfield, M. (1998). Increasing worker outcomes by improving leader follower relations. *Journal of Leadership Studies*, *5*(1), 72-81.

APPENDIX 1: QUESTIONNAIRE

Part I

How often does the following occur?
(tick only one answer)

	Never	Almost never / a few times a year or less	Rarely / Once a month or less	Sometimes / a few times a month	Often / once a week	Very often / a few times a week	Always / every day
1. At my work, I feel full of energy	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
2. My job gives me energy	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
3. When I get up in the morning, I feel like going to work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
4. I am enthusiastic about my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
5. I am proud of the work that I do	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
6. My job inspires me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
7. I develop my knowledge and professional skills	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
8. I learn new things at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
9. At my work, I use my knowledge and skills to their fullest	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
10. I decide on my own how I do things	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
11. I ask my supervisor to coach me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
12. I ask if my supervisor is satisfied with my work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
13. I ask others for feedback on my job performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
14. I ask colleagues for advice	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
15. I start new projects at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
16. I regularly take on extra tasks even though I do not receive extra salary for them	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7

To what extent do you agree with the following statements?
(tick only one answer)

	Fully disagree	Disagree	Neither agree or disagree	Agree	Fully agree
17. I have difficulties relaxing after work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
18. Problems at work stay on my mind when I am not at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
19. Problems at work occupy my thoughts even during my vacation	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20. I know what my responsibilities are	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
21. I know what my supervisor expects of me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
22. It is clear to me what I need to do in my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
23. I know how satisfied my supervisor is with what I do	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
24. My supervisor understands my needs well	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
25. My supervisor recognizes my qualities	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
26. The probability that my supervisor uses his/her influence to advance my interests at work is high	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
27. I have enough confidence in my supervisor.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
28. My working relationship with my supervisor is good	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
29. I feel a sense of belonging with my colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
30. I get along well with my colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
31. I like my colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
32. I have autonomy in determining how I do my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
33. I can decide on my own how I do my work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
34. I have considerable opportunity for independence and freedom in how I do my work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
35. I am confident about my ability to do my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
36. I am self-assured about my knowledge and skills necessary for doing my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
37. I have mastered the knowledge and skills necessary for my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

PART III

The following questions relate to what the University of Twente offers you.
How satisfied are you with ...

	Very dissatisfied	Dissatisfied	Neither agree or disagree	Satisfied	Very satisfied	Does not apply
38. opportunities to develop	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
39. family-friendly policies and facilities	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
40. rewards and recognition for performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
41. support during and after illness	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
42. support for new employees	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
43. information from HR Central and HR at your faculty/service (about pay. benefits. leave. training opportunities. etc.)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
44. support when you have a problem related to HR issues (pay. benefits. contracts. etc.)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
45. support to enhance well-being	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
46. the dialogue with you about realistic workload	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

PART IV

	Fully disagree	Disagree	Neither agree or disagree	Agree	Fully agree
47. I really feel as if the UT's challenges are my own.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
48. I feel like 'a part of the community' at the UT	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
49. I feel 'emotionally attached' to the UT	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
50. I feel a 'strong' sense of belonging to the UT	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
The faculty / service unit I belong to …					
51. … allows me to be authentic	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
52. … allows me to be who I am	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
53. … encourages me to express my authentic self	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
54. … encourages me to express my authentic self	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
55. Employees of my faculty/service unit are valued for who they are as people. not just for the jobs that they fill	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
56. My faculty/service unit has a culture in which employees appreciate the differences that people bring to the workplace	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

57. How much time do you spend on the following tasks?	Far too little	Too little	Just good	Too much	Far too much	Does not apply
- Teaching	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Research	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Valorisation	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Managerial activities	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Administration	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Meetings	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Personal development	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Social contacts with colleagues when at UT	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Social contacts with colleagues when remote	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

	Way too low	Too low	Good	Too high	Way too high
58. My workload is ….	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

59. Have you used vacation days for getting your work done, in the past 12 months?
No ☐ 1
Yes ☐ 2

60. Have you called in sick for getting your work done, in the past 12 months?
No ☐ 1
Yes ☐ 2

PART V

The following questions are about how hybrid working practices relate to your wellbeing.

61. What percentage of your normal work hours do work at home?
- 100% at home
- Partly at home. namely … % (rest of the time on campus or in the ITC building)
- 100% on campus or in the ITC building

	Fully agree	Agree	Neutral	Disagree	Fully disagree	Not applica
62. My teaching is of lower quality because of online working.						
63. My research is of lower quality because of online working.						
64. My output is of lower quality because of online working.						

65. At home. I have the following support I need to do my job (more than one answer may be given).
   a. Access to the network and software
   b. Availability of devices
   c. Availability of information and data
   d. Availability of supervisors
   e. Availability of colleagues
   f. Otherwise. namely...

66. What percentage of your work would you like to work remotely (for example from home)?
   a. Input field...slider 1-100

67. I am facilitated to work remotely (for example at home) as much as I want
   a. Fully disagree
   b. Disagree
   c. Neutral
   d. Agree
   e. Fully agree

68. What do you expect from UT in hybrid working?
    a. Central UT-wide regulations (e.g. required amount of working days at UT)
    b. Team-level agreements
    c. I want to decide myself on how much and when working from home
    d. Other ….

69. In general. my physical health is
    a. Very bad
    b. Bad
    c. Not bad / not good
    d. Good
    e. Very good

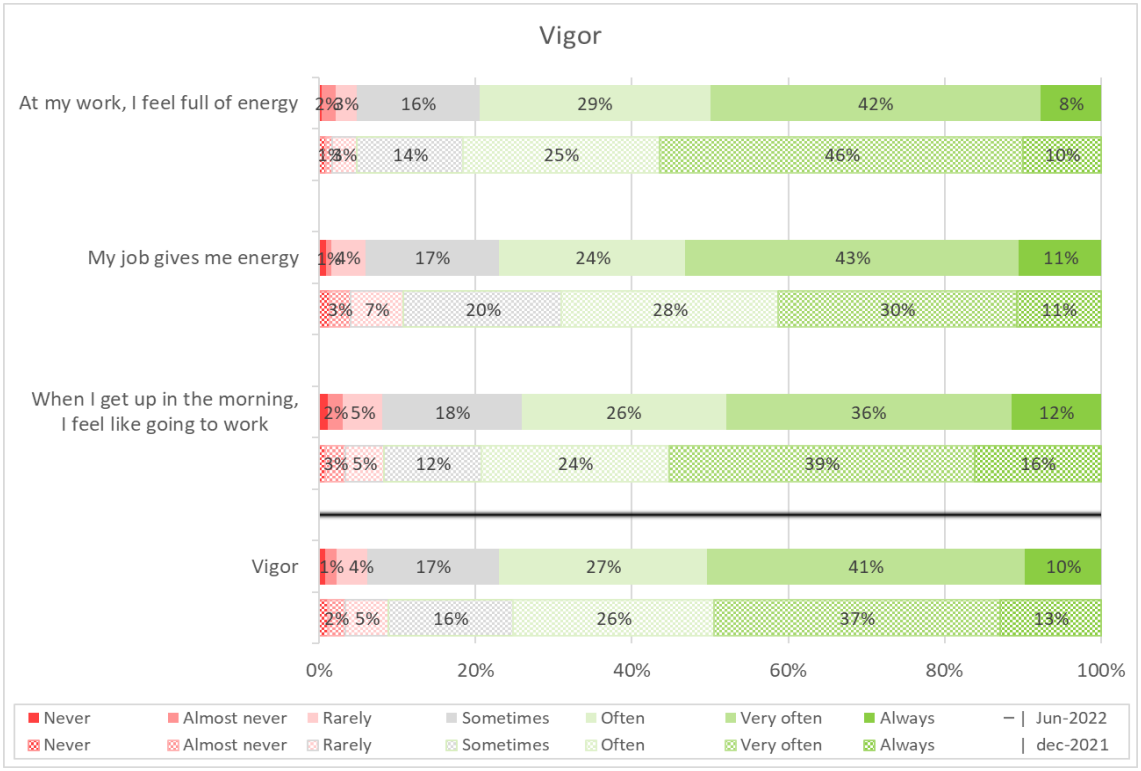
70. In general. my mental health is
    a. Very bad
    b. Bad
    c. Not bad / not good
    d. Good
    e. Very good

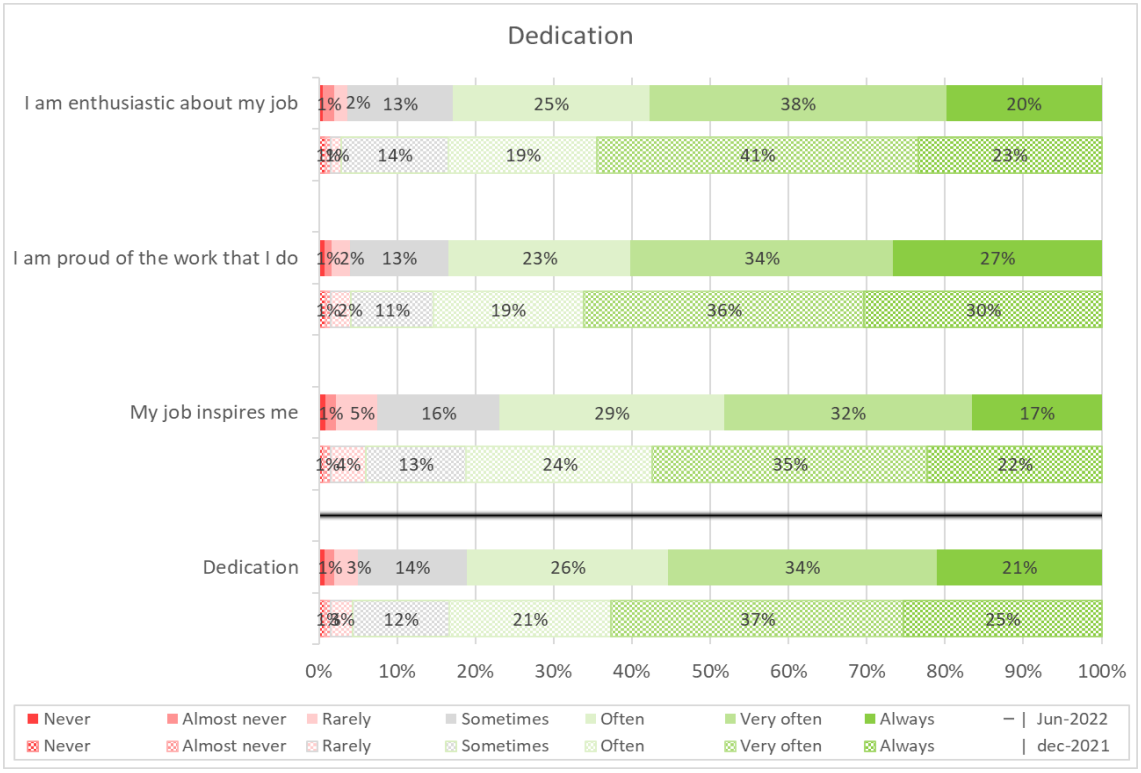
71. The last 3 months. which of the following factors have affected your work (more than one answer may be given)?
    a. Fear
    b. Isolation and lack of social contact
    c. Lack of structure in the day
    d. Care responsibilities
    e. Home-schooling
    f. Distractions by household members
    g. Fatigue
    h. Financial concerns
    i. Other: ... input field
    j. Not applicable

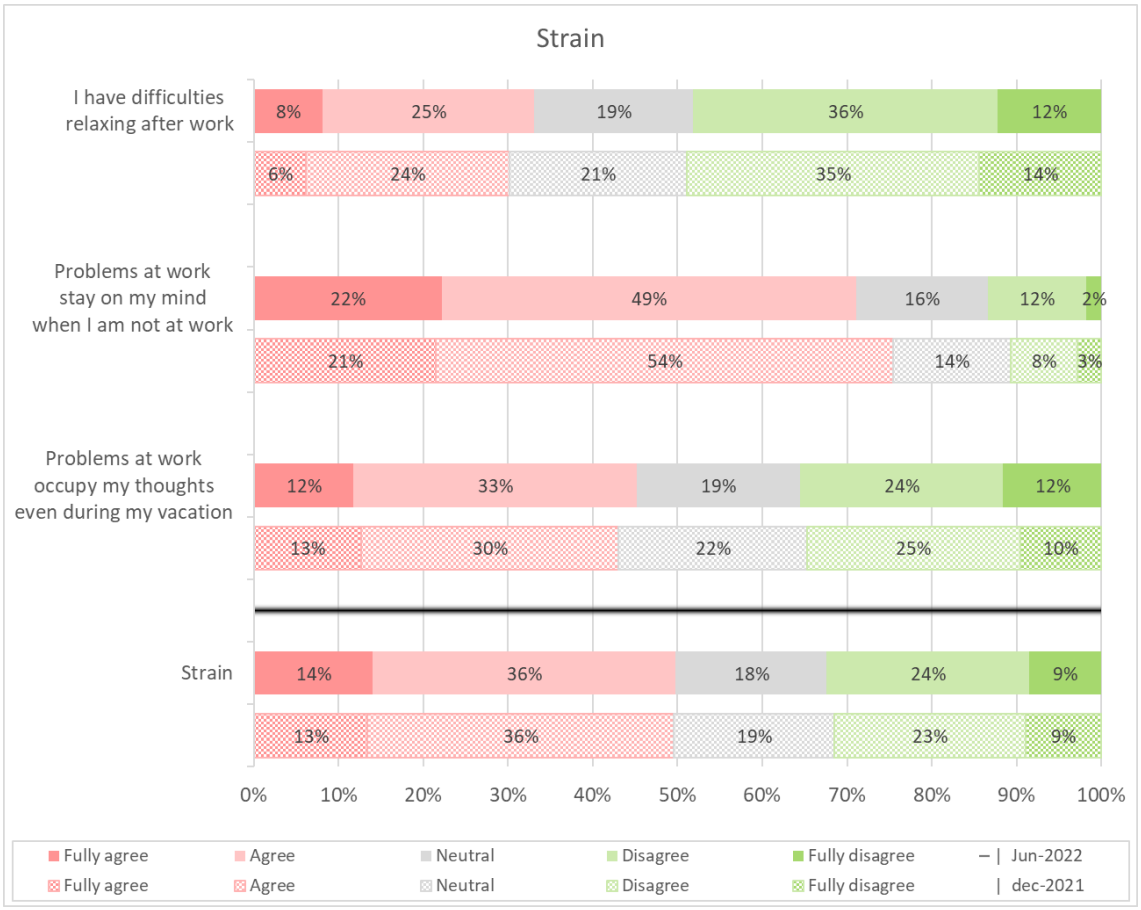
72. I can easily separate work time and private time	Fully agree	Agree	Neutral	Disagree	Fully disagree
73. I currently have a good balance between the time I spend at work and the time I have available for non-work activities.					
74. Is there anything you would like to change at the current situation to improve your well-being at the University of Twente? (Tip)					
75. Is there anything you already do to improve your well-being at the University of Twente? (Top).					

APPENDIX 2: ANSWERS & COMPARISONS

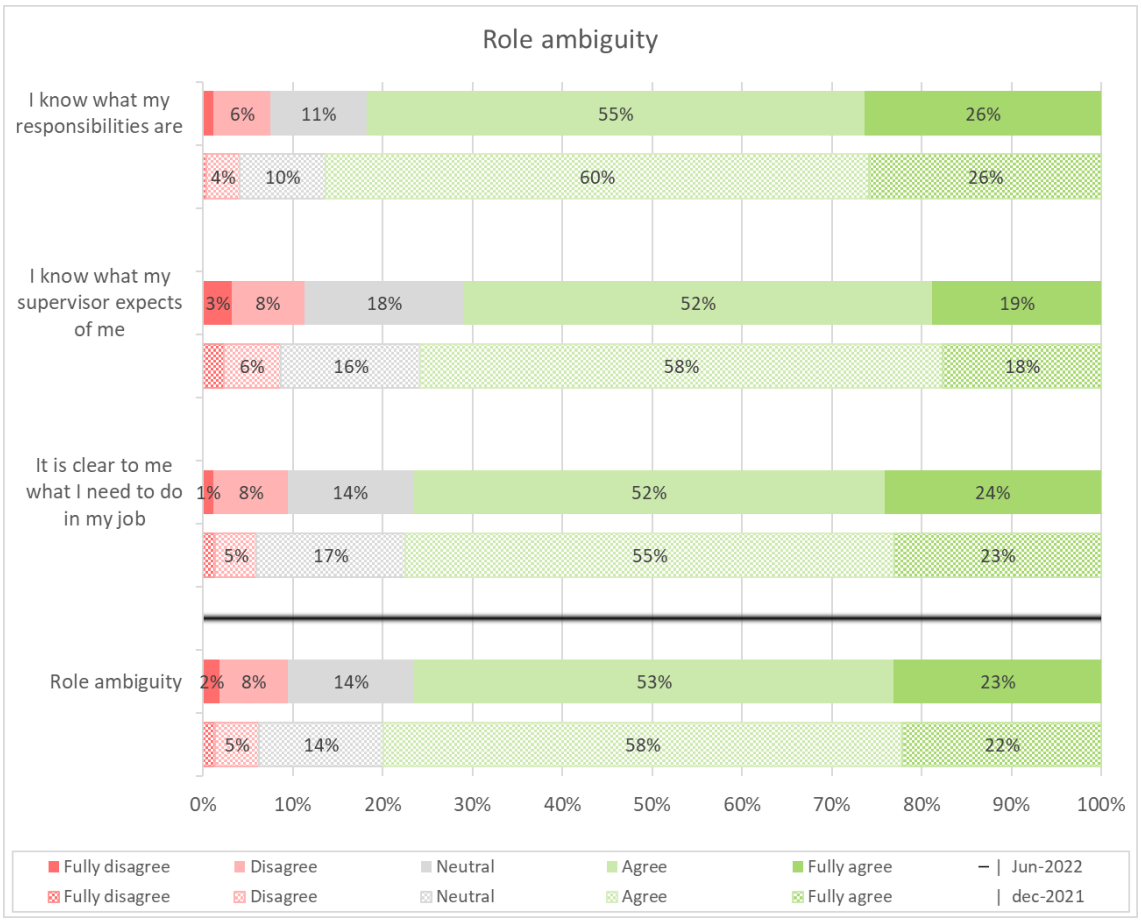
2.1 Engagement (vigor and dedication) and strain

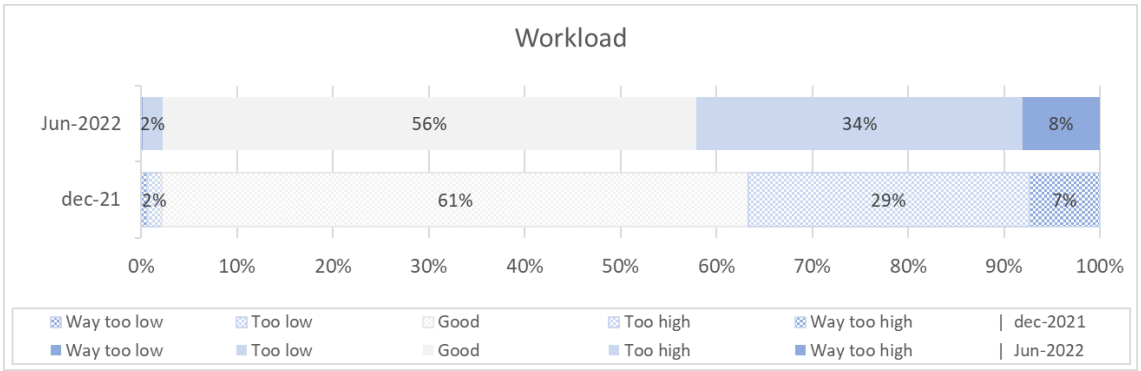


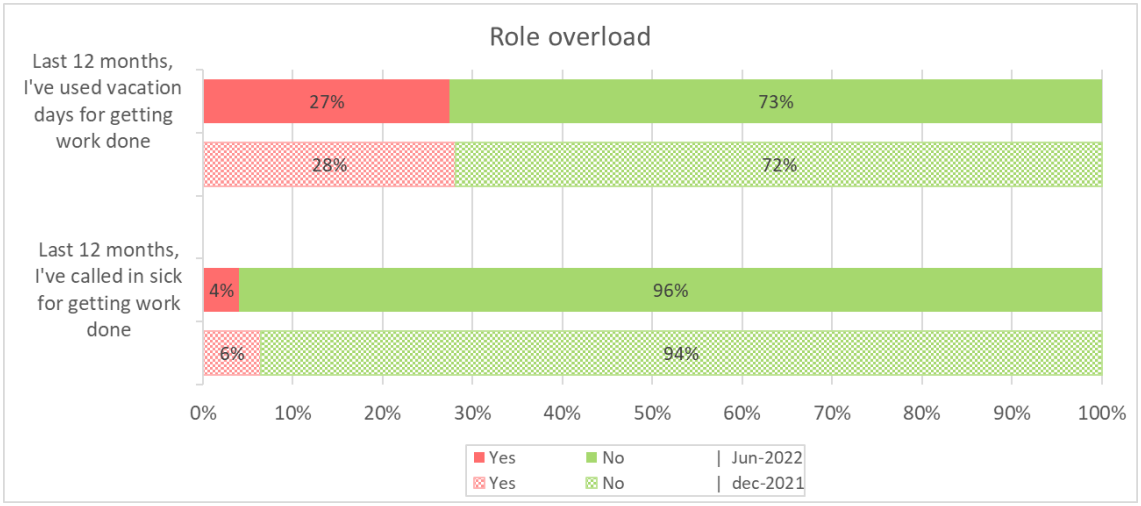


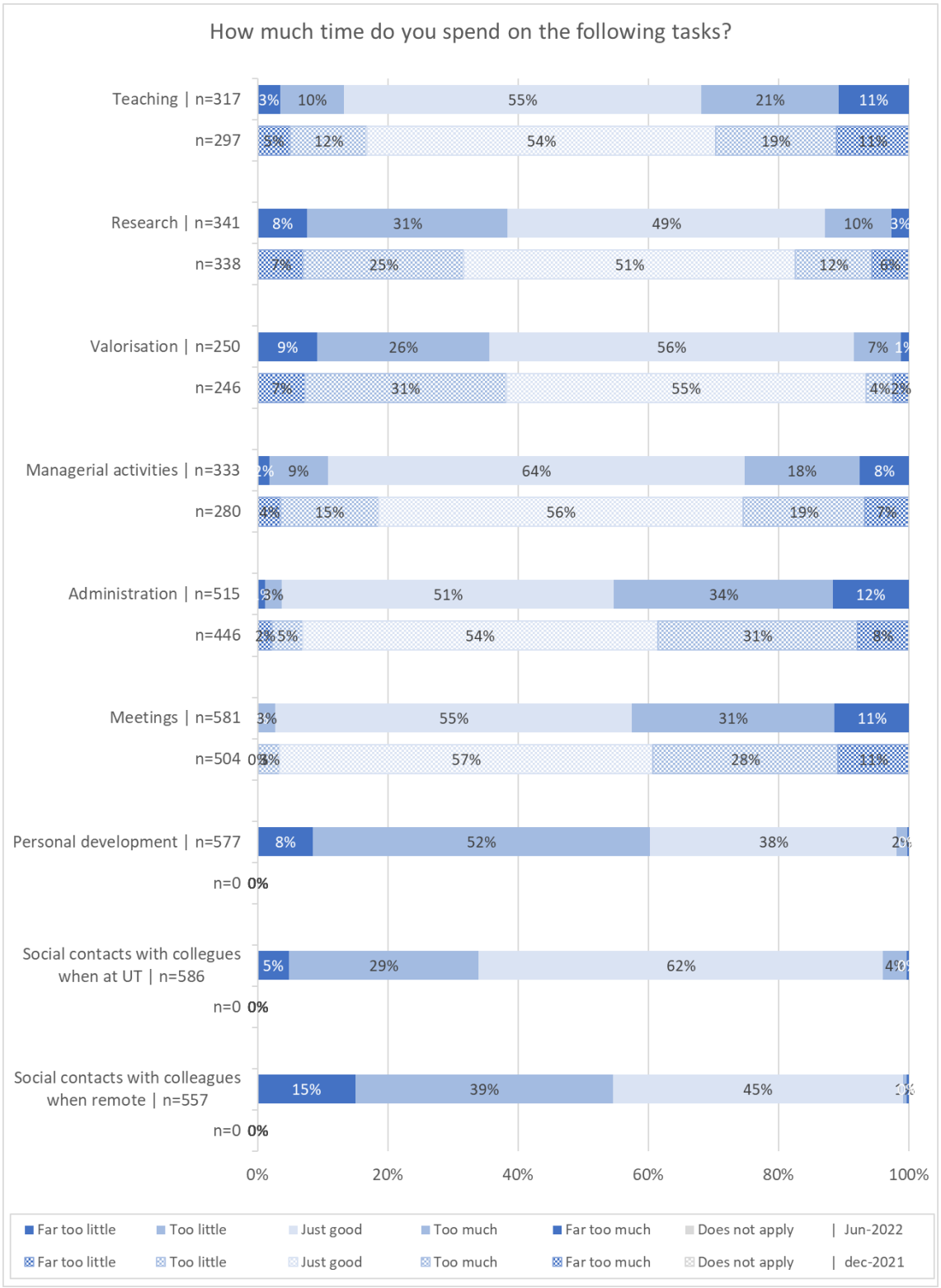

Strain
I have difficulties relaxing after work
8%
25%
19%
36%
12%
6%
24%
21%
35%
14%
Problems at work stay on my mind when I am not at work
22%
49%
16%
12%
2%
21%
54%
14%
8%
3%
Problems at work occupy my thoughts even during my vacation
12%
33%
19%
24%
12%
13%
30%
22%
25%
10%
Strain
14%
36%
18%
24%
9%
13%
36%
19%
23%
9%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Fully agree
Agree
Neutral
Disagree
Fully disagree
Jun-2022
Fully agree
Agree
Neutral
Disagree
Fully disagree
dec-2021

2.2 Job demands

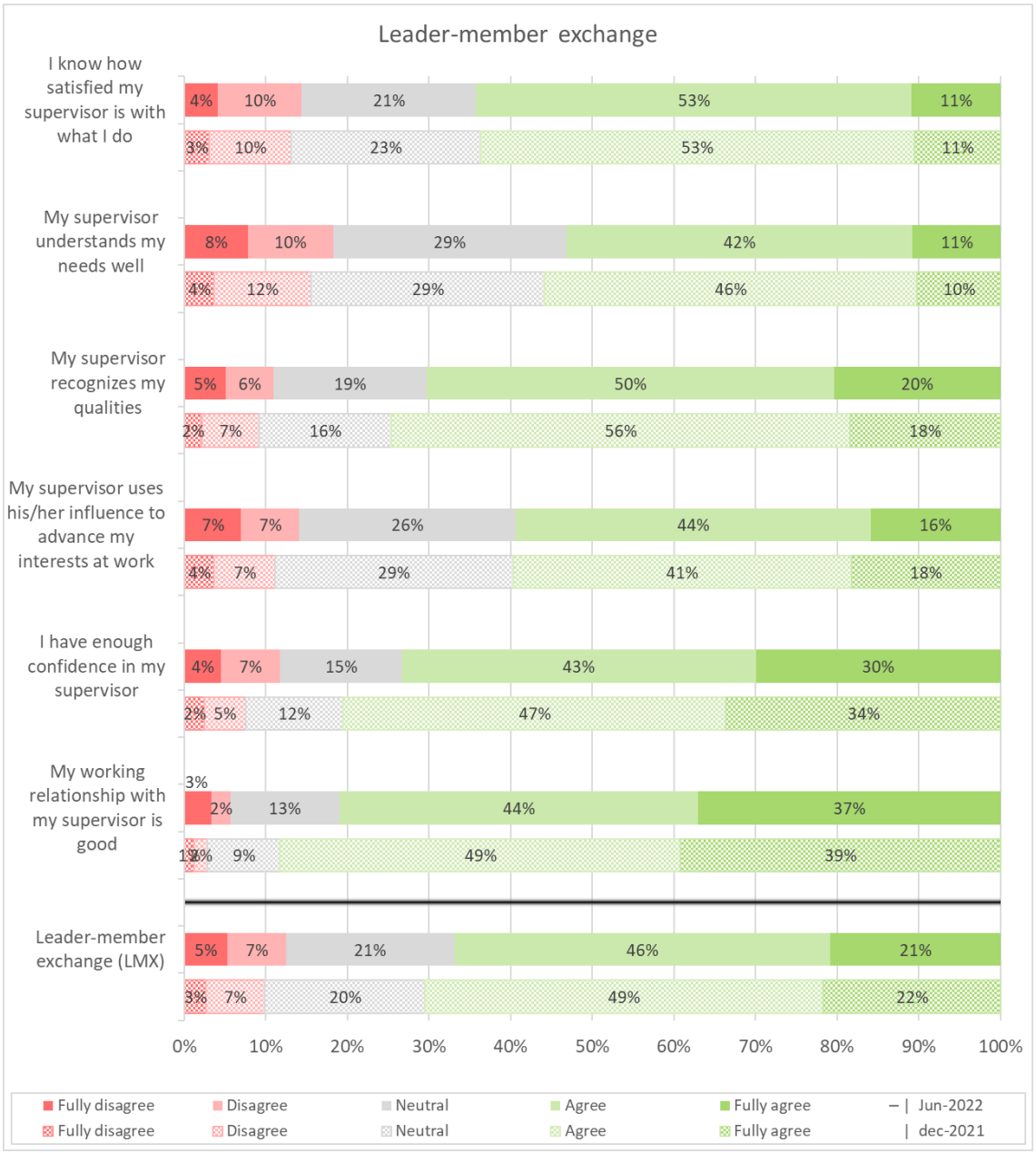


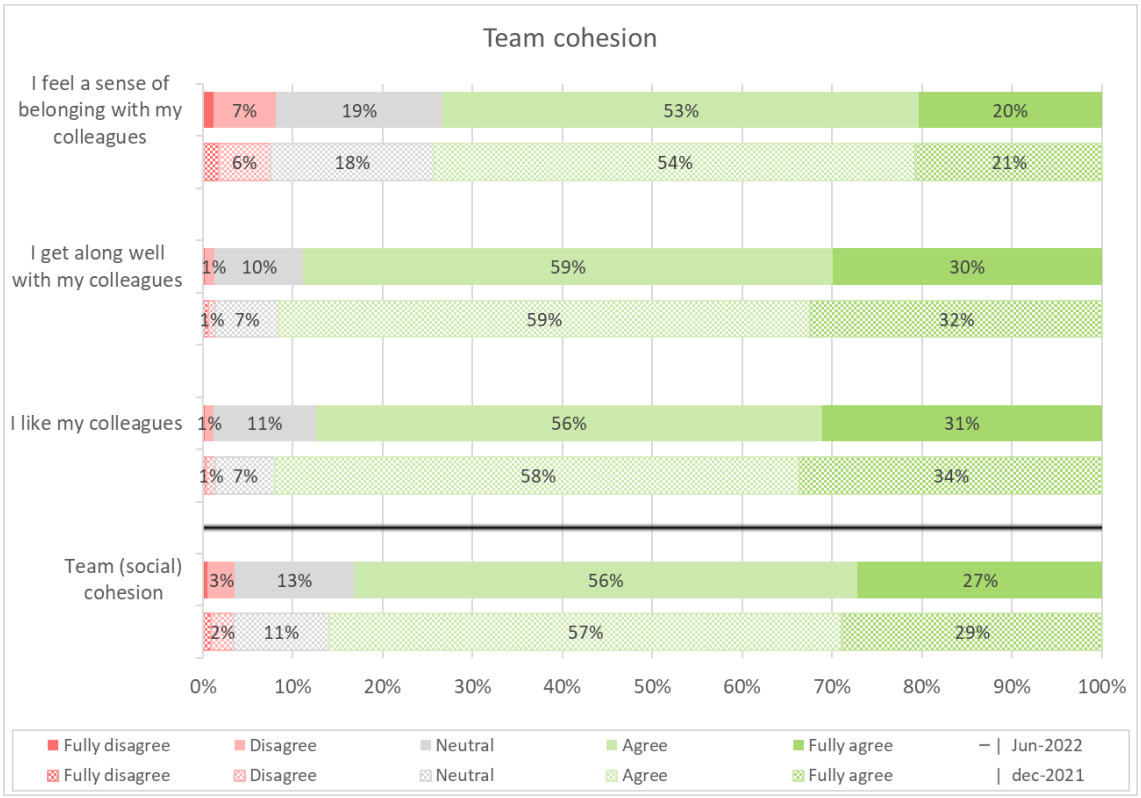


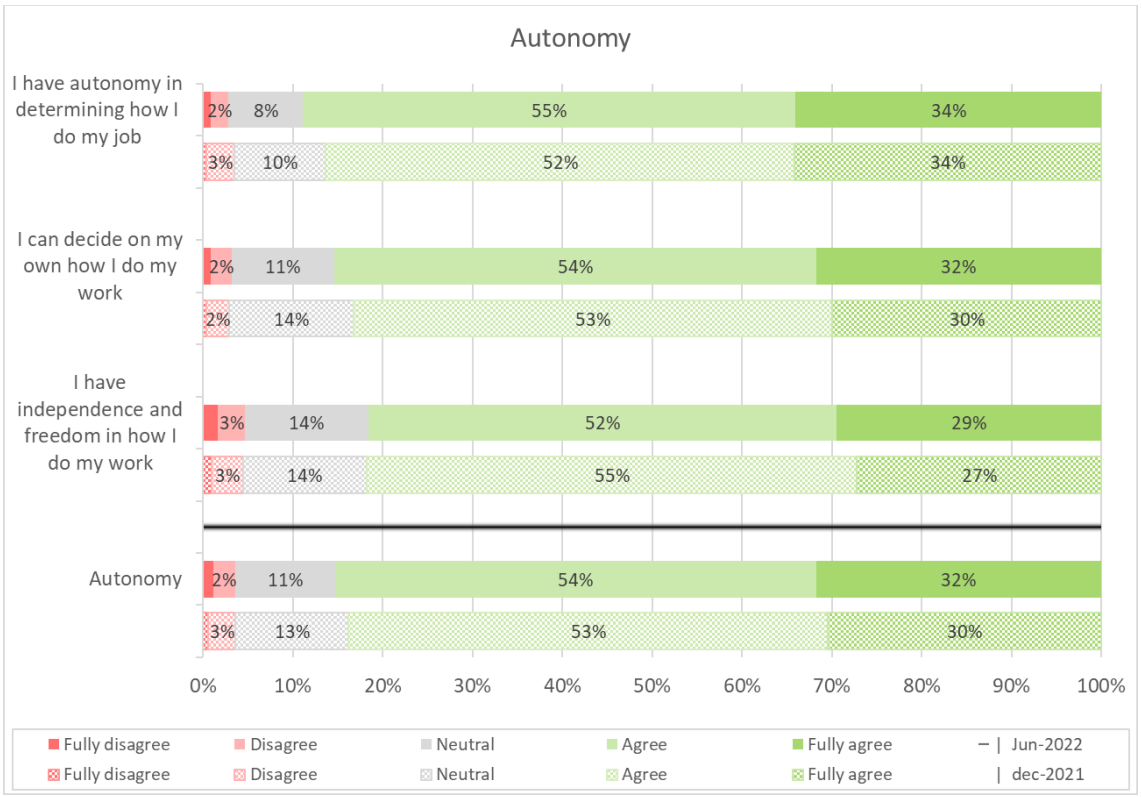

Role overload
Last 12 months, I've used vacation days for getting work done
27%
73%
28%
72%
Last 12 months, I've called in sick for getting work done
4%
96%
6%
94%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Yes
No
| Jun-2022
Yes
No
| dec-2021

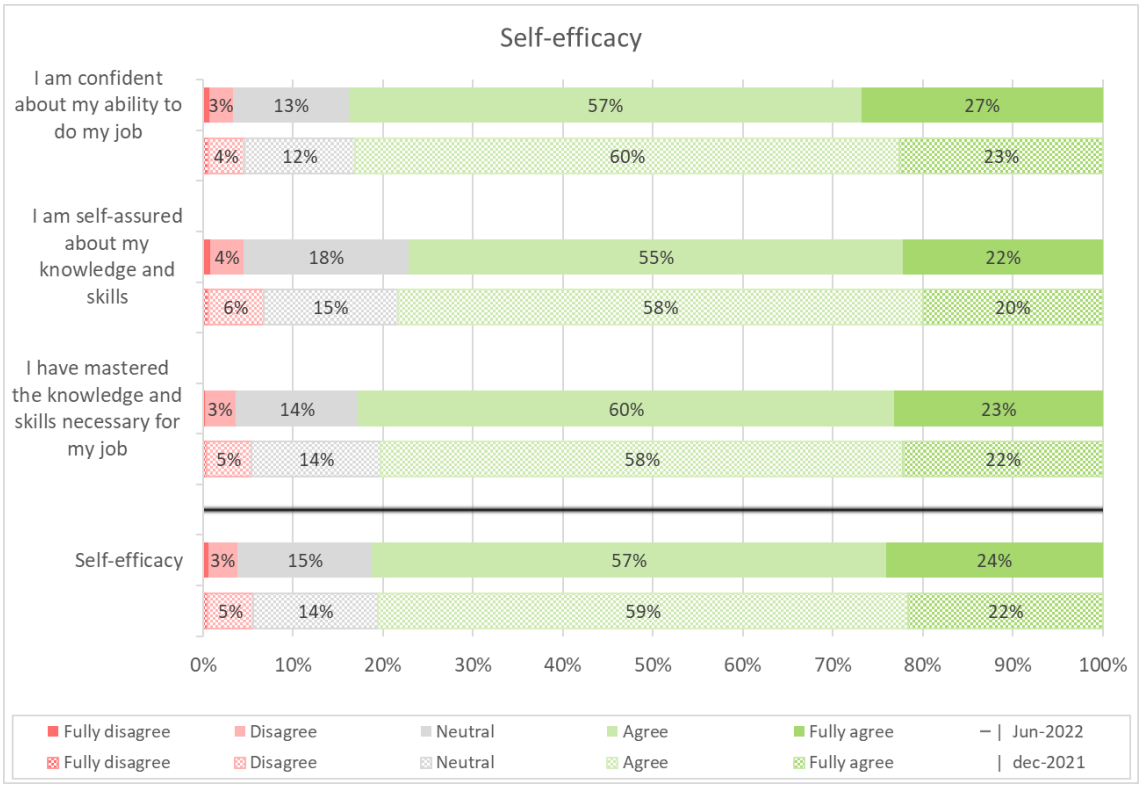

How much time do you spend on the following tasks?
Teaching | n=317
3%
10%
55%
21%
11%
n=297
5%
12%
54%
19%
11%
Research | n=341
8%
31%
49%
10%
3%
n=338
7%
25%
51%
12%
6%
Valorisation | n=250
9%
26%
56%
7%
1%
n=246
7%
31%
55%
4%
2%
Managerial activities | n=333
2%
9%
64%
18%
8%
n=280
4%
15%
56%
19%
7%
Administration | n=515
3%
51%
34%
12%
n=446
2%
5%
54%
31%
8%
Meetings | n=581
3%
55%
31%
11%
n=504
0%
3%
57%
28%
11%
Personal development | n=577
8%
52%
38%
2%
n=0
0%
Social contacts with collegues when at UT | n=586
5%
29%
62%
4%
n=0
0%
Social contacts with colleagues when remote | n=557
15%
39%
45%
1%
n=0
0%
0%
20%
40%
60%
80%
100%
Far too little
Too little
Just good
Too much
Far too much
Does not apply
| Jun-2022
Far too little
Too little
Just good
Too much
Far too much
Does not apply
| dec-2021

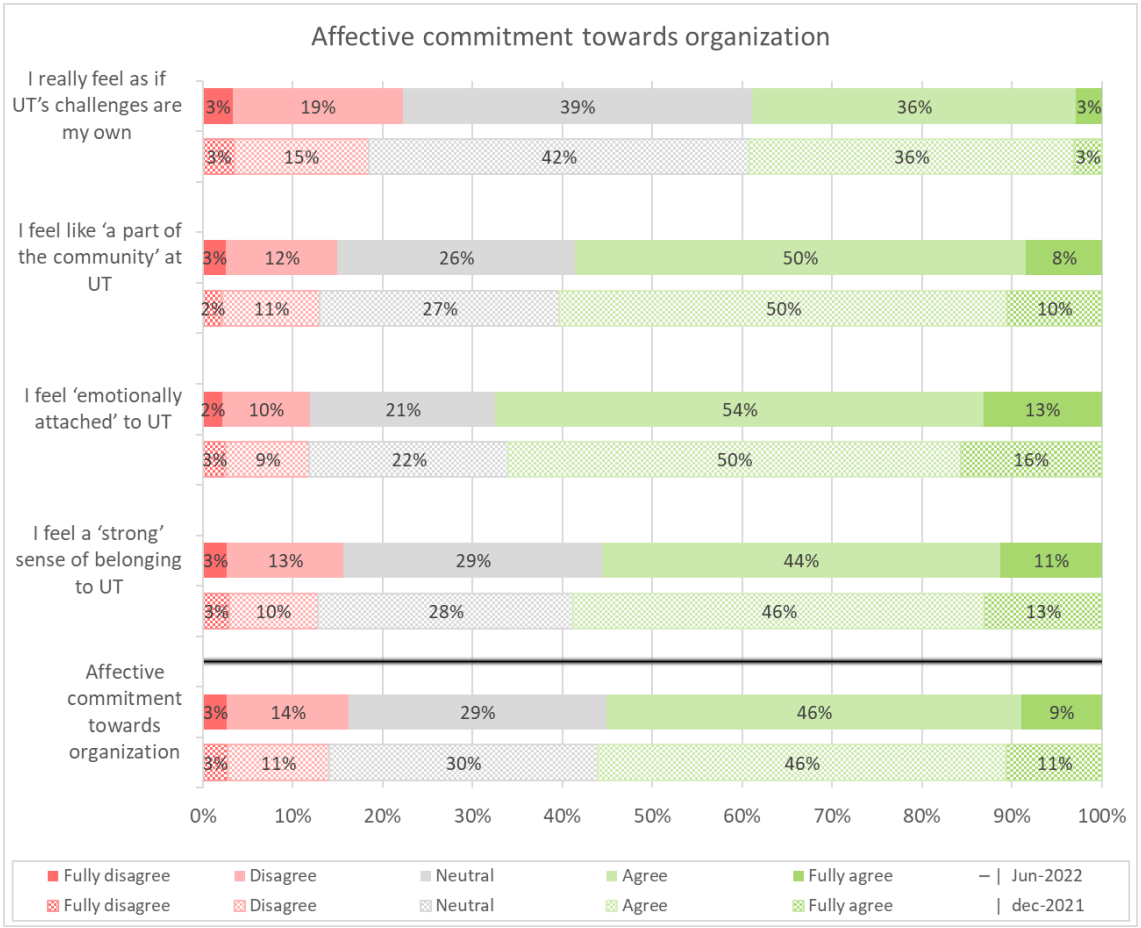
2.3 Job resources



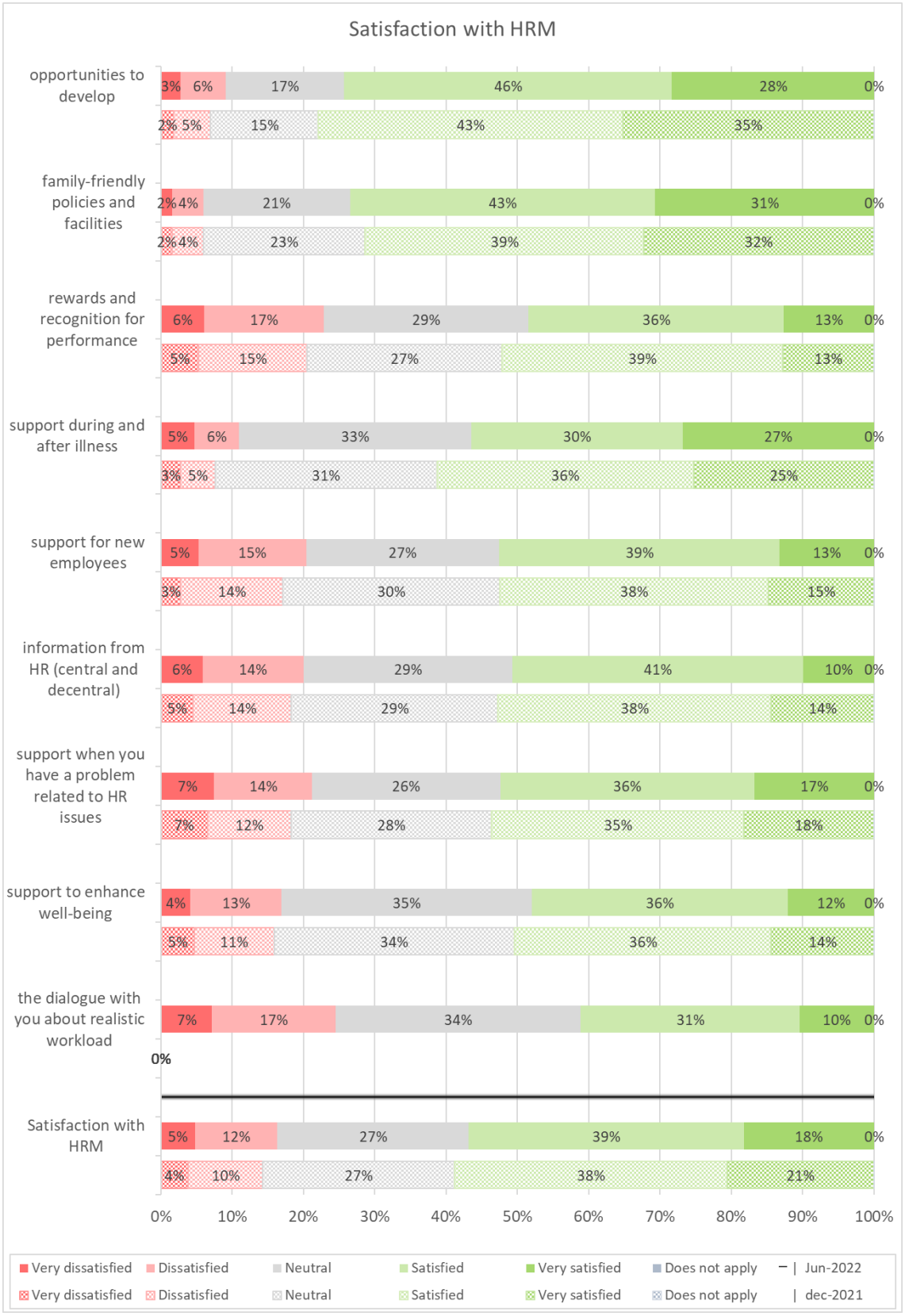

Team cohesion
I feel a sense of belonging with my colleagues
7%
19%
53%
20%
6%
18%
54%
21%
I get along well with my colleagues
1%
10%
59%
30%
1%
7%
59%
32%
I like my colleagues
1%
11%
56%
31%
1%
7%
58%
34%
Team (social) cohesion
3%
13%
56%
27%
2%
11%
57%
29%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Fully disagree
Disagree
Neutral
Agree
Fully agree
Jun-2022
Fully disagree
Disagree
Neutral
Agree
Fully agree
dec-2021

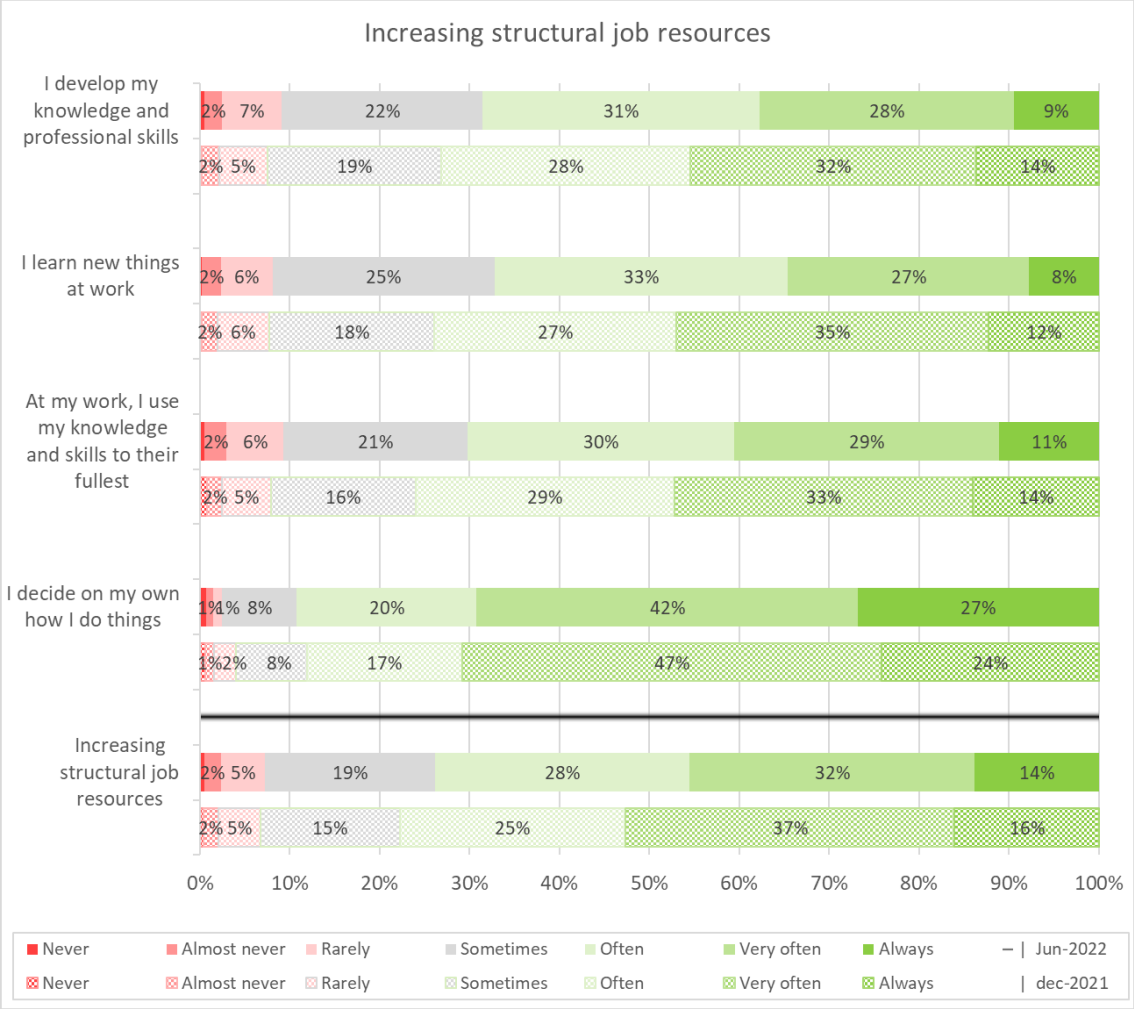

Autonomy
I have autonomy in determining how I do my job
2%
8%
55%
34%
3%
10%
52%
34%
I can decide on my own how I do my work
2%
11%
54%
32%
2%
14%
53%
30%
I have independence and freedom in how I do my work
3%
14%
52%
29%
3%
14%
55%
27%
Autonomy
2%
11%
54%
32%
3%
13%
53%
30%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Fully disagree
Disagree
Neutral
Agree
Fully agree
Jun-2022
Fully disagree
Disagree
Neutral
Agree
Fully agree
dec-2021

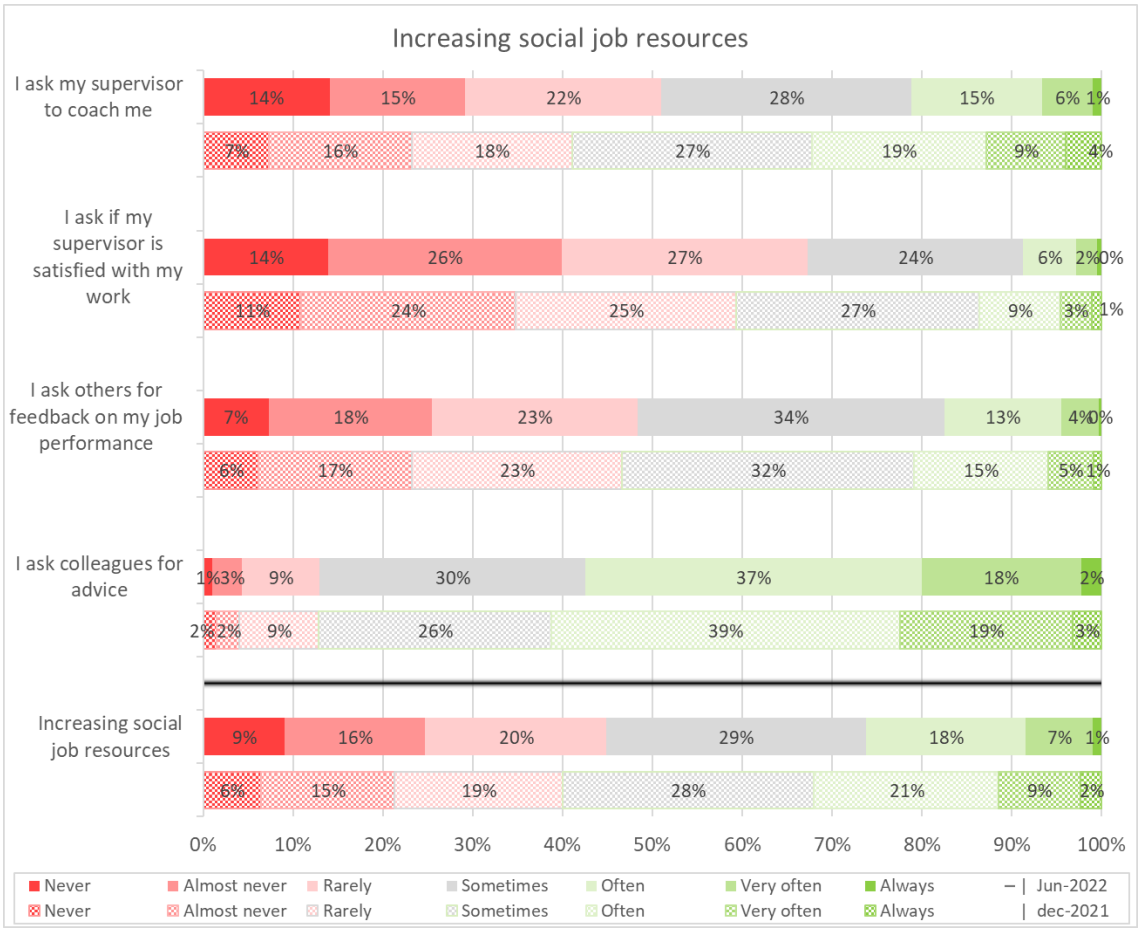

Self-efficacy
I am confident about my ability to do my job
3% 13% 57% 27%
4% 12% 60% 23%
I am self-assured about my knowledge and skills
4% 18% 55% 22%
6% 15% 58% 20%
I have mastered the knowledge and skills necessary for my job
3% 14% 60% 23%
5% 14% 58% 22%
Self-efficacy
3% 15% 57% 24%
5% 14% 59% 22%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Fully disagree Disagree Neutral Agree Fully agree Jun-2022
Fully disagree Disagree Neutral Agree Fully agree dec-2021

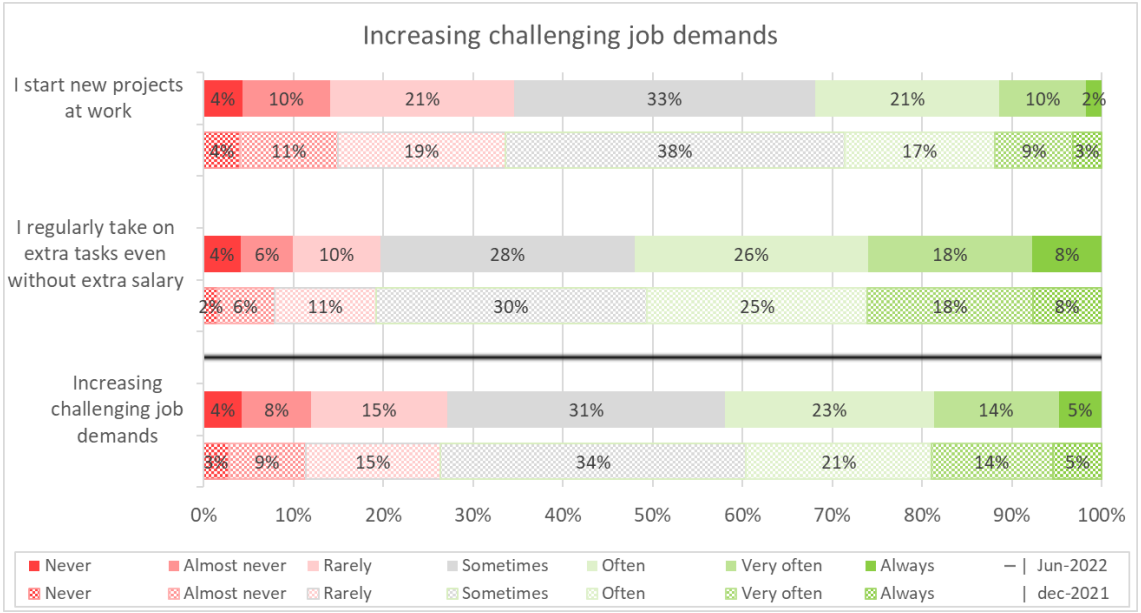

Affective commitment towards organization
I really feel as if UT's challenges are my own
3% 19% 39% 36% 3%
3% 15% 42% 36% 3%
I feel like 'a part of the community' at UT
3% 12% 26% 50% 8%
2% 11% 27% 50% 10%
I feel 'emotionally attached' to UT
2% 10% 21% 54% 13%
3% 9% 22% 50% 16%
I feel a 'strong' sense of belonging to UT
3% 13% 29% 44% 11%
3% 10% 28% 46% 13%
Affective commitment towards organization
3% 14% 29% 46% 9%
3% 11% 30% 46% 11%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Fully disagree Disagree Neutral Agree Fully agree Jun-2022
Fully disagree Disagree Neutral Agree Fully agree dec-2021

2.4 Organisational stimuli




Increasing structural job resources
I develop my knowledge and professional skills
2% 7% 22% 31% 28% 9%
2% 5% 19% 28% 32% 14%
I learn new things at work
2% 6% 25% 33% 27% 8%
2% 6% 18% 27% 35% 12%
At my work, I use my knowledge and skills to their fullest
2% 6% 21% 30% 29% 11%
2% 5% 16% 29% 33% 14%
I decide on my own how I do things
1% 1% 8% 20% 42% 27%
1% 2% 8% 17% 47% 24%
Increasing structural job resources
2% 5% 19% 28% 32% 14%
2% 5% 15% 25% 37% 16%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never Almost never Rarely Sometimes Often Very often Always Jun-2022
Never Almost never Rarely Sometimes Often Very often Always dec-2021


Increasing social job resources
I ask my supervisor to coach me
14% 15% 22% 28% 15% 6% 1%
7% 16% 18% 27% 19% 9% 4%
I ask if my supervisor is satisfied with my work
14% 26% 27% 24% 6% 2% 0%
11% 24% 25% 27% 9% 3% 1%
I ask others for feedback on my job performance
7% 18% 23% 34% 13% 4% 0%
6% 17% 23% 32% 15% 5% 1%
I ask colleagues for advice
1% 3% 9% 30% 37% 18% 2%
2% 2% 9% 26% 39% 19% 3%
Increasing social job resources
9% 16% 20% 29% 18% 7% 1%
6% 15% 19% 28% 21% 9% 2%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never Almost never Rarely Sometimes Often Very often Always Jun-2022
Never Almost never Rarely Sometimes Often Very often Always dec-2021


Increasing challenging job demands
I start new projects at work
4% 10% 21% 33% 21% 10% 2%
4% 11% 19% 38% 17% 9% 3%
I regularly take on extra tasks even without extra salary
4% 6% 10% 28% 26% 18% 8%
2% 6% 11% 30% 25% 18% 8%
Increasing challenging job demands
4% 8% 15% 31% 23% 14% 5%
3% 9% 15% 34% 21% 14% 5%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never Almost never Rarely Sometimes Often Very often Always Jun-2022
Never Almost never Rarely Sometimes Often Very often Always dec-2021