EMPLOYEE WELL-BEING REPORT 2023

THRIVING FUTURES

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IN COLLABORATION WITH HUMAN RESOURCES (HR)

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1. MANAGEMENT SUMMARY

You are holding the latest UT 2023 Well-being research report in your hands providing insights into employee well-being. UT is committed to prioritising employee growth and well-being, fostering entrepreneurship, inclusivity, and openness to drive innovation and cultivate a diverse community. The UT strategy emphasises shaping individuals, connections, and society, inviting stakeholders to actively contribute to a better future. Therefore, UT aims to lead by example in promoting well-being within the ecosystem, responding to societal needs with sustainable measures.

The well-being research is a collaborative initiative involving the HRM research group in the BMS faculty and the Human Resources department at UT. With the updated causal model, well-being is understood as a holistic state of physical, mental, and emotional health at work, intertwined with broader organisational and societal factors. The concept of employee thriving as a desirable state at work for all UT employees is prioritised. The first research goal is to **describe** the current state of employee well-being and thriving. Next to that, it is aimed to **understand** the relation between the variables influencing employee well-being and thriving so that it becomes apparent where to take action for **improvement**.

Following UT's strategy, employees' thriving is prioritised as a key factor in creating a workplace worth working in. The research model translates this focus into tangible outcomes, including employees' mental well-being, strain, role overload, and their speak-up behaviour. The 2023 Well-being research was performed as a 4-week, cross-sectional survey study from November 6th to December 4th, 2023 and realised 1709 responses (38% response rate).. Overall, UT's Net Promotor Score (eNPS) is 7.39/10, indicating the likelihood that people will recommend UT as an employer to friends.

In a nutshell, the well-being research reveals a snapshot of employee well-being at UT. The overall mean value of employee thriving stands at 3.57/5. Mental well-being has a mean of 3.5/5, while mean strain levels lie around 2.91/5. Role overload is experienced with a mean of 3.31/5. Employees' Speak-up Behaviour has a mean of 3.42/5. These findings offer valuable insights for targeted interventions and continuous improvement in fostering employee well-being at UT. It's important to note that due to the updated causal model comparisons with previous years are limited. However, it is visible that perceived workload as too high has increased by 12% compared to the well-being research conducted in 2022 and the results on overtime hours remain stable in comparison to 2022.

The following five key standings stand out:

Firstly, the descriptive analyses can help different faculties and departments to reflect internally and prioritise action. Further they offer learning opportunities by increasing awareness and sharing knowledge. Also, they show the unique challenges that different groups within the UT community face.

Secondly, the research shows that employees' thriving experiences at work have a significant impact on their mental well-being. So, encouraging employees to feel fully alive, present, and energetic, and fostering enthusiasm for their work can be effective strategies to enhance mental well-being among UT employees. Additionally, thriving experiences encourage employees to speak up, and this positive effect is connected to their overall mental well-being.

Thirdly, it is important to consider how employees' thriving experiences at work can be improved. This research shows that two key factors play a crucial role: individual mindfulness of employees and relational energy (together with HRM satisfaction). When employees experience states of being mindful at work, that is to stay focused on the present and maintain awareness, and when they experience rewarding interpersonal experiences, have positive connections and feel energised by relationships, they likely experience higher levels of thriving at work. These aspects become important areas for management to focus on. However, it is important to note that these effects do not occur in isolation. They also depend on the overall workplace environment, particularly the UT-wide trust and inclusion climate.

Fourthly, how can trust and inclusion climate at UT be improved? This research emphasises the importance of leadership in fostering trust across the organisation. Leaders play a crucial role in shaping the culture, and the research findings suggest that their positive influence can spread from individual interactions to the overall organisational level. To achieve this, it is essential for leaders to focus on being caring agents and designers of trust, echoing the call for leaders to act more as culture shapers from the qualitative evidence in this report. Similarly, to strengthen the overall inclusion climate at UT, two key management strategies are reducing work pressure and increasing relational energy. By addressing these aspects, UT can create a more inclusive and supportive environment.

Finally, this report sheds light on how to encourage employees to speak up and actively contribute to their well-being and the success of the UT community. Here, two key findings stand out: 1) when teams successfully create a psychologically safe environment, employees feel more comfortable speaking up, sharing their opinions, and suggesting improvements. This openness extends even to higher levels in the organisation. 2) There is a positive link between relational energy and the

overall inclusive atmosphere at UT. In environments where there's a shared sense of belonging and appreciation for individual uniqueness, employees are more willing to speak up. This means that positive relationships have an even stronger impact on encouraging speaking up behaviour in a supportive and inclusive setting.

The 2023 well-being research provides clear insights into employees' thriving at work, empowering decision-makers at all levels at UT to create a positive workplace where employees not only work efficiently but also go the extra mile willingly. As a first step, each organisational unit can use the report to assess its thriving dynamics, confirming the importance of the key findings. This prioritisation guides tailored approaches outlined in the rest of the report. The insights aren't a one-size-fits-all solution but aim to encourage ongoing learning and shared celebration of successes, fostering continuous progress and unity within UT.

2. MOTIVATION & BACKGROUND

2.1 STRATEGIC MOTIVATION OF THE WELL-BEING RESEARCH

In this section, the strategic motivation behind the employee well-being research and the updated causal research model (section 2.2.) is outlined, as it aligns with UT's mission and HR department objectives.

UT is committed to prioritise employee growth and well-being, fostering entrepreneurship, inclusivity, and openness to drive innovation and cultivate a diverse community. The UT's strategy emphasises shaping individuals, connections, and society, inviting stakeholders to actively contribute to a better future. Therefore, UT aims to lead by example in promoting well-being within the ecosystem, responding to societal needs with sustainable measures. Besides, recognising the value of humans is crucial for the long-term well-being of students and staff. Happy, healthy, and motivated employees are integral to achieving UT's objectives, as outlined in the HR Policy Plan 2023-2025. This strategic motivation underscores UT's dedication to employee growth and well-being, emphasising the importance of ongoing insight into subject.

UT strives to establish a socially safe working environment. Therefore, it is imperative that employees feel confident in speaking up about wrongdoing or unwanted behaviour. It is pivotal that there is a structural insight into what makes employees thrive and feel empowered to speak up about safe working conditions. Hence, the updated new research model aims to provide valuable insights and trends annually for everyone at UT on these important matters of working.

Thus, it comes as no surprise that the recent update puts employees' thriving at the centre of attention. Especially amidst challenging times, an emphasis on employee thriving is viable, as initially presented by Spreitzer and colleagues (2005). It cherishes human uniqueness, personal growth, and enhanced performance via a dynamic, and strength-based process of adaption. Within the updated well-being research model, employee thriving is understood as a positive psychological state characterised by vitality and continuous learning. Thriving individuals feel energised and actively engage in acquiring and applying knowledge despite the difficulties they may encounter. Furthermore, the update rests on the premise that fostering employees' thriving in the workplace isn't solely achieved by reducing stressors. Instead, it is about enhancing favourable states for individuals, relational dynamics, and contextual elements. Thus, contrary to some predominant views on work psychology that highlight the necessity of overcoming adversity, the emphasis on thriving allows individuals to grow with, without, or precisely because of adverse circumstances (Spreitzer et al., 2005: 538; Kleine et al., 2019: 974).

2.2 UPDATED CAUSAL MODEL OF THE WELL-BEING RESEARCH

Building upon the influential model of thriving at work proposed by Spreitzer and colleagues (2005), the causal model hypothesises that individuals are inclined to thrive in specific work settings, and these settings are characterised by (1) **the**

social/organisational context of work and by (2) **resources** generated through work activities. In this vein, it is assumed that thriving evolves when individuals encounter a workplace that encourages autonomy, trust and appreciates human uniqueness and belonging. Furthermore, it is assumed that this thriving-enabling workplace context further stimulates behaviours, which, in turn, contribute to well-being as they generate supplementary resources that amplify the state of thriving even further. For the concrete set-up of the updated well-being research model (see Figure 1) the following requirements have been balanced: (1) **firstly**, the goal is to integrate the most important workplace variables at UT. These variables capture how both the UT work environment and the resources it generates influence the promotion of thriving. Additionally, it is aimed to highlight the active efforts of UT employees in cultivating these resources to sustain their thriving as prominently as possible. (2) **Secondly**, the selection of variables maps the lived experiences of UT employees as first-hand as possible and offers suitable tools for (HR-) management and policy action, at the same time. (3) **Thirdly**, it is aimed to cover all organisational layers inherent to UT and the work experiences of UT employees as best as possible. This comprises UT structures, processes, and shared norms of working, leadership and team level as well as the individual level of consideration.

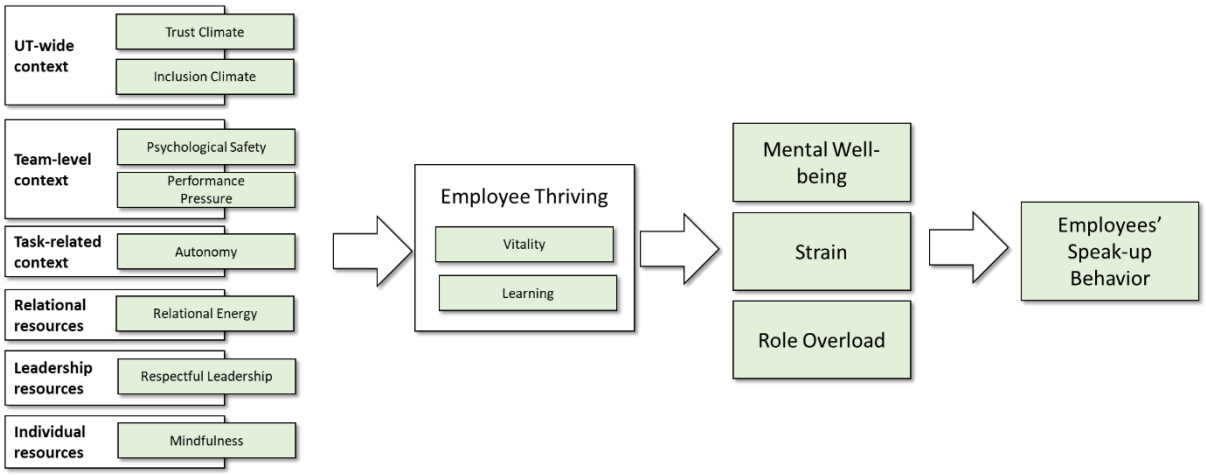

Figure 1. Updated Research Model for the Employee Well-being Research at UT

2.2.1 Centre of Attention – Employees' Thriving at Work

Thriving can be understood as a positive, psychological, and temporary state of experiencing **vitality and learning at work**, that conveys a sense of advancement or progression in one's personal development.

Vitality experiences reflect employees' sense of energy, enthusiasm, and engagement in their work. Positive organisational scholarship (e.g., Nix et al., 1999; Kleine et al., 2018) finds high states of employee vitality to make them approach their tasks with vigour and excitement, demonstrating a high level of motivation and commitment. Consequently, this energy translates into a dynamic and proactive approach to work, as thriving individuals are more likely to seek out challenges, take initiative, and persist in the face of obstacles. Importantly, vitality goes beyond mere physical energy; it encompasses a zest for life that permeates one's professional endeavours.

Learning as a part of thriving relates to an employee's ongoing process of acquiring new knowledge, skills, and experiences in the workplace (e.g., Dweck, 1986; Elliott and Dweck, 1988). Thriving employees possess a growth mindset, viewing challenges as opportunities for development and embracing a continuous learning orientation. They actively seek out feedback, engage in self-reflection, and pursue opportunities for skill enhancement and professional growth. Learning not only fosters personal development but also enhances job performance and adaptability in a rapidly changing work environment.

2.2.2 Drivers of Thriving – Workplace Context and Resources from Working

Trust climate and inclusion climate are included, representing ***the impact of UT-wide context*** on thriving. Following Huff and Kelley (2003), **trust climate** is defined as UT-wide, shared, and positive expectations that employees *"have about the intent and behaviours of multiple organisational members based on organisational roles, relationships, experiences, and interdependencies"* (Huff & Kelley, 2003: 82: see also Shockley-Zalabak et al. 2000). As trust implies the notion of accepting and managing one's vulnerability (Luhmann, 2000), the measure of trust climate in this model captures this as salient organising principles at UT. For **inclusion climate**, the definition of Shore and colleagues (2011) is followed, and it is conceptualised as UT-wide and shared experiences of belonging while simultaneously being recognised and valued as a unique human being.

Psychological safety and performance pressure are included to represent the impact of ***team-level context*** on thriving. For **psychological safety**, the seminal work of Edmondson (1999) is followed. It is defined as a team-wide and shared belief of team members that taking risks, in and for the team, "is safe", hence where team members feel comfortable expressing

themselves, taking risks, and being vulnerable without fear of negative consequences. For instance, this involves feeling secure in sharing ideas, asking questions, and admitting mistakes, knowing that one will not be ridiculed, punished, or ostracised for doing so. **Performance pressure**, in turn, relates to salient and shared team norms where striving for performance excellence is essential and where team or working group members will be closely monitored and linked with significant consequences (Mitchell et al., 2019: 534). As such, performance pressure relates to employees' subjective experiences of heightened performance expectations in teams where the associated consequences generate a sense of tension or urgency for employees to excel (see also Baumeister, 1984; Lazarus, 2000).

To model the ***task-related context*** on thriving, **autonomy** experience of employees is included. Following Hackman and Oldham's (1975: 258) seminal conceptualisation, autonomy closely relates to the enabling of self-determination and task ownership at work as one's job grants substantial freedom, independence, and discretion to the individual in organising the work and choosing the methods to carry it out. With **relational energy**, the ***impact of relational resources*** on thriving is modelled. The conceptualisation of Owens and colleagues (2015) is used, and relational energy is understood as a human capacity for motivation and action energy generated through interpersonal interactions within a work environment and encompasses the mutually beneficial exchange of emotional, cognitive, and motivational resources between individuals.

Whereas relational energy captures the lateral relationships (mostly with colleagues), **respectful leadership** is included to model the vertical ***impact of leadership resources*** on thriving and **individual mindfulness** is included to model the ***impact of individuals' resources*** thereon. With respectful leadership, Van Quaquebeke and Eckloff (2010: 344) is followed. It is defined as a leader's capacity to stimulate a follower's willingness to be led based on her/his capacity to be consciously mindful of the followers' presence within one's environment, her/his context-appropriate acknowledgement of the leadership role and the accurate comprehension of the mutual relationship. For instance, respectful leadership manifests in leaders' behaviours and attitudes that demonstrate esteem, consideration, and dignity toward followers. Following Brown & Pinel (2003), individual mindfulness is defined as a state of awareness and attentiveness that employees bring to their work and interactions. Employee mindfulness involves being fully present and engaged in the present moment, with a non-judgmental and accepting attitude toward one's thoughts, feelings, and experiences.

2.2.3 Outcomes of Thriving – Well-being and Employees' Speak-up Behaviour

Based on the UT's strategy, employees' thriving is centre staged as a determinant of a workplace worth working. With the model, this "worth working" emphasis is made tangible via the following thriving outcomes: employees' mental well-being, strain, experienced role overload, and employees' speak-up behaviour.

For **mental well-being**, the conceptualisation of the Warwick-Edinburg Mental Well-being Scale (Tennant et al., 2007) is followed. In this, employees' mental well-being is defined as a composite state of affective and psychological functioning, and it covers a hedonic and a eudemonic perspective. The hedonic perspective focuses on one's experiences of joy, happiness, and feeling good in a moment, whereas the eudemonic perspective emphasises one's experiences of a sense of fulfilment, purpose, and satisfaction with life.

Strain is defined as a state of cognitive impairment arising from a perceived goal discrepancy (Mohr et al., 2006) with rumination and irritability as its two main manifestations. Rumination refers to repetitively dwelling on negative thoughts, feelings, or experiences and involves overthinking or obsessively focusing on problems, past events, or perceived failures without finding solutions or closure. Irritability, in turn, refers to one's state of listlessness and losing the incentive to achieve something which is found to be a salient precursor of depression (see Dormann & Zapf, 2002). **Role overload** is conceptually related to strain and captures an individual's perception of workload intensity based on various, role-prescribed tasks.

Employees' speak-up behaviour is conceptualised as workplace social courage (Howard et al., 2017), where an employee performs a *"(a) a wilful, intentional act, (b) executed after mindful deliberation, (c) involving objective substantial risk to the [employee], (d) primarily motivated to bring about a noble good or worthy end"* (p. 674). This may involve speaking up against injustices, offering innovative ideas, advocating for change, providing constructive feedback, or standing up for others' interests, even in the face of potential risks or discomfort. Similarly, employees' speak-up behaviour can be understood as a trusting behaviour, which is making oneself vulnerable vis-à-vis a counterpart, based on positive expectations of that counterpart and the relationship itself.

Additionally, the following concepts were measured: employees' satisfaction with UT being their employer, employees' trust in the UT as their employer, UT's net promoter score and employees' satisfaction with HRM.

2.3 STRATEGIC AIMS OF THE WELL-BEING RESEARCH

The overall strategic aim of the well-being research is to further strengthen the evidence base of UT HR and well-being management practice via the following triad action:

1. **Describe:** This study enables a nuanced status quo assessment of employee well-being and maps the landscape of employees' thriving, including its drivers and outcomes. This enables UT to reflect on the status quo, and to evaluate urgency and relevance of management attention and action. This strategic aim is majorly covered in section 3 "Perspective matters!" and section 6 "Qualitative Insights on Employees' Well-being".
2. **Understand:** This study also allows UT to carve out prominent pathways to stimulate employees' thriving, concerning its antecedents, as well as its immediate and more distant outcomes. This enables UT to prioritise management action, also to anticipate the effectiveness evaluation of taken measures. This strategic aim is majorly covered in section 4 "Overall Test of the Causal Model", section 5 "Trust and its Correlates", as well as section 6 "Qualitative Insights on Employees' Well-being".
3. **Commit to improve:** This study also allows UT to learn and map progress in an agile and learning-oriented way. Building on point 2, one will be able to develop customized solutions and action plans that consider employees' diverse experiences and personal situations. Similarly, valid starting points of this commitment are outlined in section 4 "Overall Test of the Causal Model" and section 5 "Trust and its Correlates".

2.4 RESEARCH DESIGN & DESCRIPTION OF THE SAMPLE

2.4.1 Research Design

The research design for this study employed a 4-week, cross-sectional survey approach from November 6th until December 4th, 2023. All UT employees were invited simultaneously to participate in the survey, which was administered in both English and Dutch, recognizing the importance of language in ensuring inclusivity. Of all 4516 UT employees eligible to participate, the gross sample size was 1864. After data-mining efforts (such as systematic dropouts), we realised 1709 responses as analysable units (=net sample size). This reflects a response rate of 38%. The response rate per organisational unit can be seen in Figure 2. The highest response rate can be observed in the HR unit (52%) whereas the lowest response rate is exhibited by the ST unit (17%). Moreover, the full survey including the operationalisation of the model can be found in the Appendix for reference. Since survey results, especially on employees' mental well-being and thriving are likely to be impacted by macro-level events beyond the scope of working, it is worthwhile to briefly report on them. While there is no reason to assume that they influence the insights of the research directly, they provide a meaningful context against which the status quo reflections (strategic aim 1) and impact pathways (strategic aim 2) should be interpreted. As such, the field phase of the 2023 well-being research took place against the backdrop of UTs financially uncertain and challenging situation, characterised by job uncertainty and fiscal austerity measures. Additionally, global events such as the conflicts in Ukraine and the Middle East, the political developments around the national election and the salient debate on internationalisation make up the context in which the data gathering was performed.

2.4.2 Description of the Sample

In what follows, a more nuanced look is provided into the composition of the realised sample to assess the generalisability of the findings. This is important to assess whether the conclusions drawn from the net sample can be meaningfully transferred to the broader UT context or whether we face bias, stemming from over- or underrepresentation of perspectives, organisational units, job functions, etc.

First, the response rate per organisational unit is reported (Figure 2), where the share of employees eligible to participate versus the share of employees that participated in the survey per organisational unit is put in contrast. Colloquially speaking, this ratio assesses the level of participation and engagement, with which each organisational unit contributes to the overall results. As can be seen in Figure 2, HR has the highest internal response rate (52%), followed by MC (44%) and SBD (41%). Recalling the overall response rate being 38%, all remaining organisational units remain below this UT-wide response rate threshold, hence non-participation outshines participation relatively strongly.

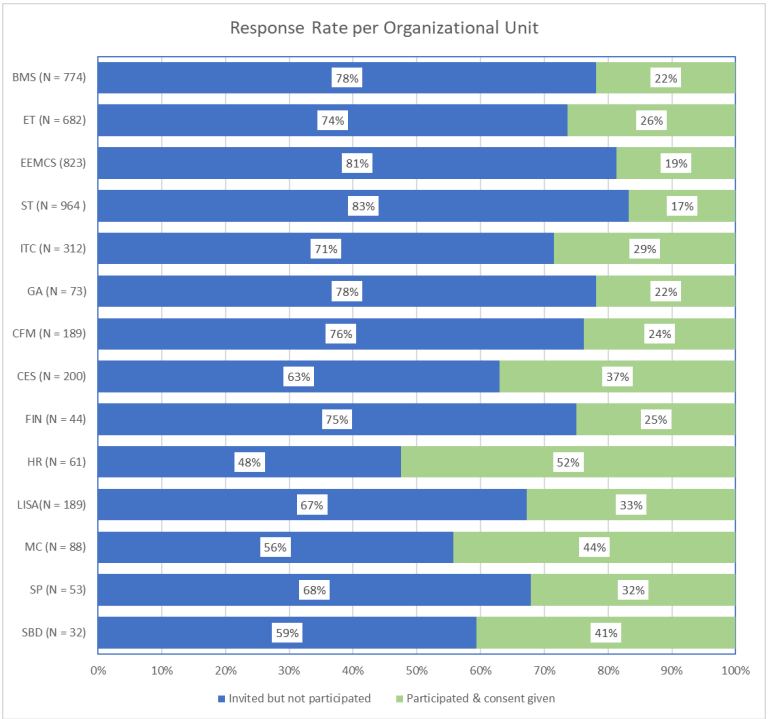

Figure 2. Response Rate per Organisational Unit

Moving away from intra-organisational unit analyses, the attention now is turned to the inter-organisational unit analysis of the sample. This is to assess the generalisability of findings, i.e., whether the perspective of one or several organisational units is under- or overrepresented in the overall sample. This is assessed by comparing the share of each organisational unit in the sample with the share of total headcount each organisational unit represents at UT. As can be seen in Figure 3, the organisational units BMS, EEMCS, and ST are slightly underrepresented in the sample. As opposed to this, the units ET, ITC, CES, HR, LISA, MC, SP, and SBD are slightly overrepresented in the sample. Other than that, the units GA, CFM, and FIN are almost equally represented in the sample as they are at UT in general.

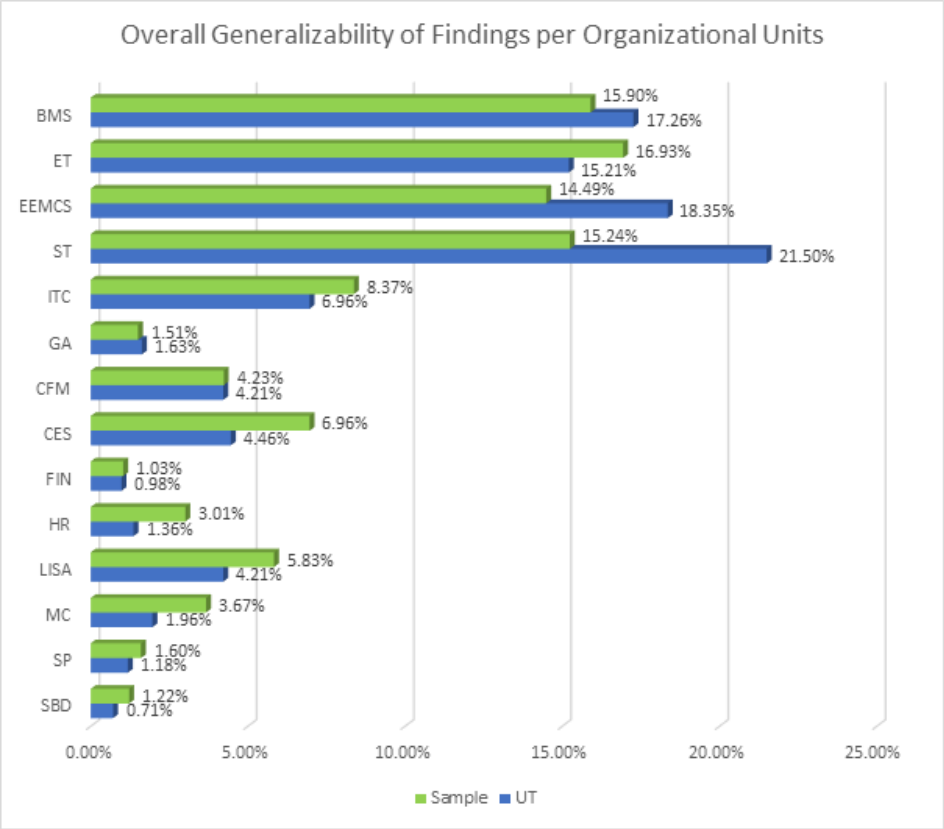

Figure 3. Overall Generalisability of Findings per Organisational Unit

Similar to the focus on organisational units, gender is investigated as an important sample characteristic. As it becomes obvious in Figure 4, the response rate of female respondents is slightly higher than of male respondents. This is to infer the level of participation and engagement in contributing the non-binary, female and male perspective to the overall results.

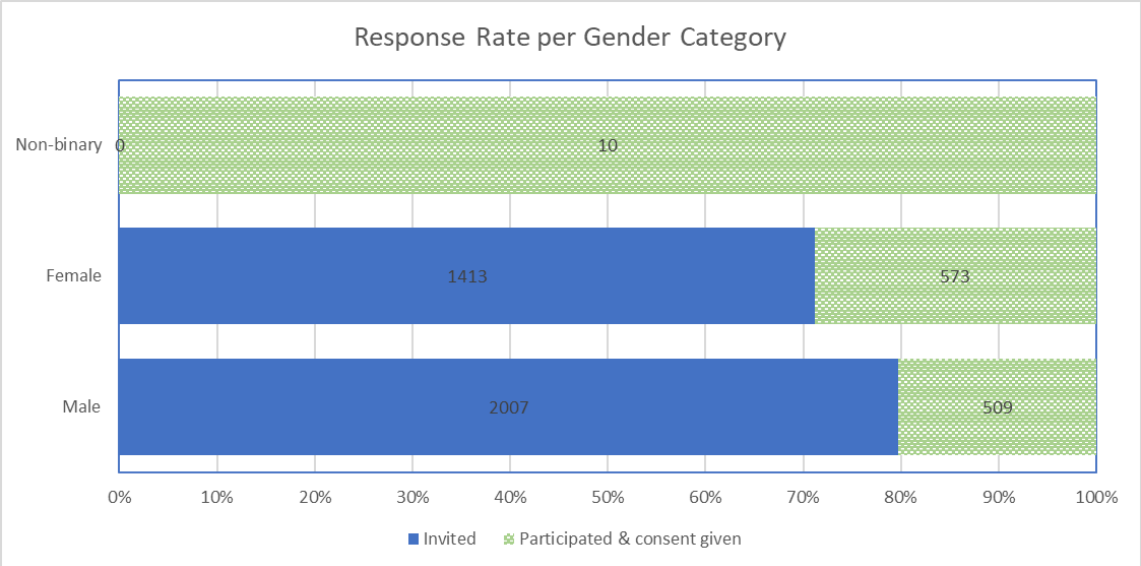

Figure 4. Response Rate per Gender Category

Subsequently, the gender distribution in the sample is compared with the UT- wide gender distribution. This is, again, to assess the generalisability of findings, i.e., whether one perspective is under- or overrepresented in the overall sample. As can be seen in Figure 5, the female perspective is slightly overrepresented, whereas the male perspective is rather underrepresented.

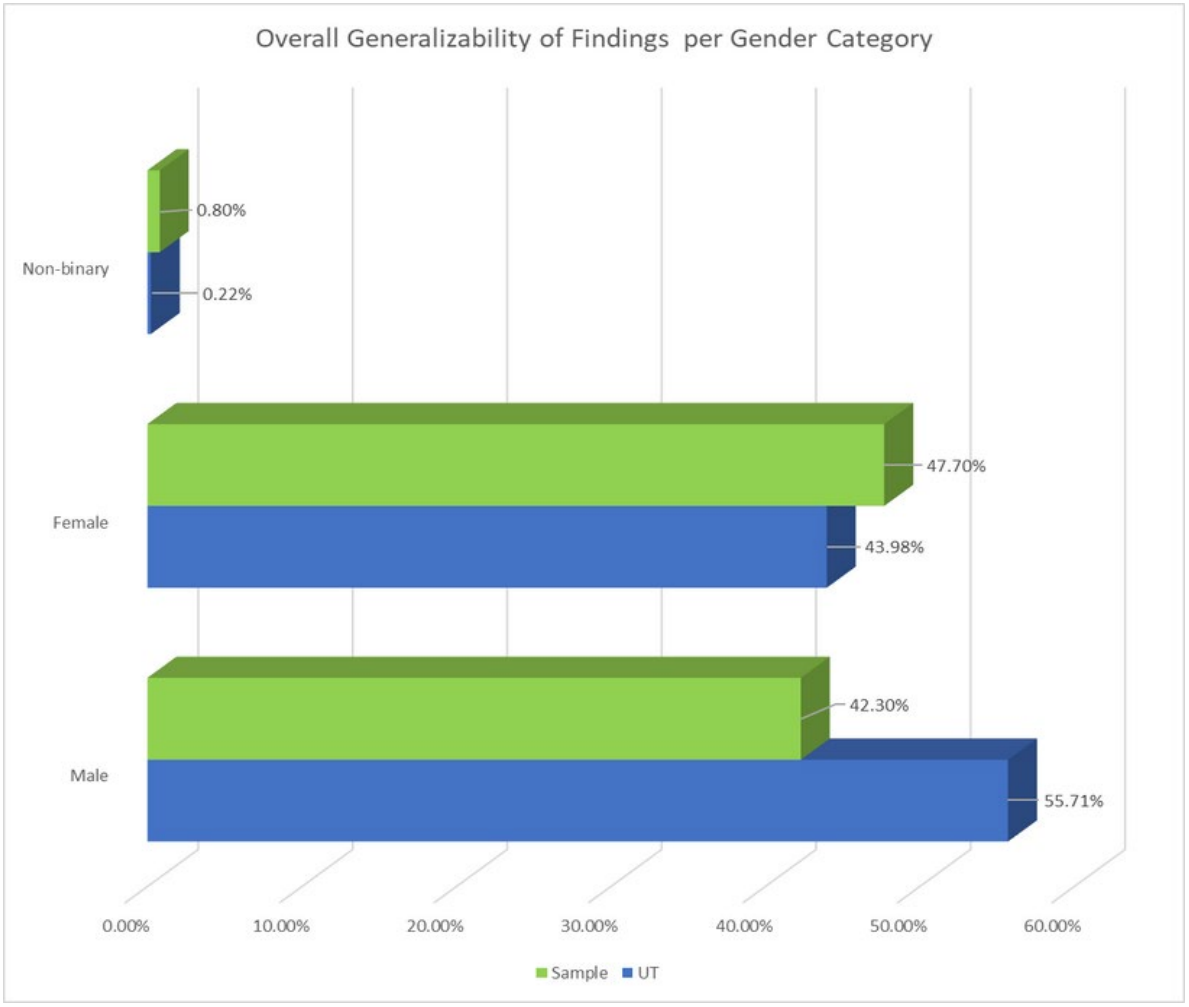

Figure 5. Overall Generalisability per Gender Category

2.5 TRUSTWORTHINESS & VALIDITY OF RESULTS

2.5.1 Identification of Measurements and Scales

Only scales from top-tier academic journals were included that reveal data on the measurement validity and provide full and cost-free access to the items. The full list of references on measurements and scales can be found in the appendix. All Likert-scale items used were harmonized to 5 points throughout the survey, ranging from 1 = "Do not agree at all" to 5 = "Completely agree". The variable "Role overload" was measured with a 5-point Likert scale covering "Way too low - too low - good - too high - way too high". The variable "HRM Satisfaction" was measured via a 5-point Likert scale ranging from 1= "Not satisfied at all" to 5= "Very Satisfied". Employees' satisfaction with and their trust in the UT as employer, as well as the Net- Promoter Score were measured via 10-point Likert scales to meet conventional agreements and ensure comparability with previous employee well-being survey waves. It is noteworthy that the well-being research captures respondents' perceptions of their immediate working environment, ways of working, relationship qualities, and the prevalence/intensity of cultural values and norms. Said this, great attention is paid to administering a validated measurement instrument that is easy to understand, unambiguous, and scientifically valid – we detail this effort hereafter.

2.5.2 Validation of Measurements and Scales

A five-phase stakeholder engagement process was performed to validate and tailor the measurements for the UT context, prioritising the input of diverse perspectives. It is believed that stakeholder engagement is fundamental in crafting the employee well-being survey, guaranteeing its relevance and inclusivity. This section delineates the thorough process involved in engaging stakeholders throughout development, emphasising collaboration, feedback, and refinement.

First Phase: Questionnaire Formulation: The well-being questionnaire was meticulously crafted through collaboration between the Human Resource Management (HRM) research team of BMS and the UT HR Policy department.

Second Phase: Expert Consultation (July 2023): A consortium of stakeholders, including experts from diverse backgrounds, were consulted to provide insights on the themes and questions. This phase involved written and verbal feedback from key entities such as the Social Safety Steering Group, Occupational Health Service Provider, HR team, UT Diversity, Equity, and Inclusion (DE&I) team, and Trade Unions. The input from this phase was processed and implemented by HR Policy Department. To ensure a translation devoid of bias, where the questions in Dutch and English unequivocally measure the same constructs, an iterative translation process was employed internally. On September 18, the translation services of UT were contacted for an official translation. Subsequently, these versions were cross-referenced and combined into a unified questionnaire in both English and Dutch.

Third Phase: Digital Testing (October 2023). Stakeholders were invited to test the questionnaire in a digital environment, providing valuable feedback on content, visual elements, textual presentation, and user experience. This phase included participation from the HR Service Department Team, Social Safety Steering Group, Well-being Taskforce, HR Managers, Marketing & Communication Advisor, Young Professional Well-being UT, HR Director, and HR Policy colleagues. The insights gained from the testing phase were diligently processed by HR Policy department and the HRM Research Department, enhancing the overall quality of the questionnaire.

Fourth Phase: Executive Review (November 2023). The draft questionnaire underwent a bilateral review between executive leadership and the director. This phase, held on November 2, marked a crucial step in aligning the questionnaire with organisational goals and objectives. The collaborative efforts and feedback from stakeholders resulted in the development of the finalised well-being questionnaire.

Fifth Phase: Future Direction (December 2023). To further refine the analysis, a brainstorming session was organised on December 18. Stakeholders, including HR Managers, the Well-being Taskforce, HR Policy colleagues, and the HR Director, were consulted to identify themes requiring a deeper analysis using data from the well-being survey.

In sum, stakeholder engagement has been integral to the success of the well-being research. By actively involving diverse perspectives throughout the development and validation process, the robustness and relevance of the well-being survey is ensured.

2.5.3 Data Mining and Measurement Model Analysis

For data mining, a Little's MCAR test was performed to analyse whether missing values in the data set are randomly distributed or whether they share some underlying and unknown patterns. This as an important step in data mining, not least to minimize the risk of biased inference, given some underlying patterns might emerge from "survey grumblers" or other omitted variables. For the sample, Little's MCAR reveals an insignificant test statistic which means that missing values are randomly distributed (Chi-Square = 24852.495, DF = 24846, Sig. = .487). This insight is used to infer the results to be unbiased from missing values.

In the next step, an exploratory factor analysis was performed to check whether the theoretical distinctiveness of concepts in the causal model is represented in the data structure. This is an important step in the measurement model analysis as it helps understand the relationships between observed variables (i.e., the statements in the survey) and identify latent factors (i.e., the boxes in the causal model) that may explain these relationships. Informally speaking, it is tested whether the survey items designed to measure the same factors actually do so. A principal component analysis was conducted without constraining the emergence of latent variables, instead relying on Eigenvalue analyses >1 according to the Kaiser-Guttman rule. The resulting factor structure was then subjected to Varimax rotation for better interpretation. This analysis was carried out across three organisational levels covered in the causal model: individual, interpersonal/team, and organisational level. This is an important step as we check whether the measurement reflects the strategic priorities with necessary distinctiveness. Put differently, how could a measure to improve the psychological safety climate be justified if it cannot be separated from UT-wide trust climate in the perception of employees?

2.5.4 Explorative Factor Analysis for Individual-level Variables

In an initial stage, all individual-level items intended to represent employees' mindfulness, autonomy perceptions, employees' thriving, employees' speak-up behaviour, mental well-being, strain, and role overload were tested. Appendix 10.2. Table 1 illustrates that at the individual level, a nearly ideal factor structure emerged, with the items aligning with nine different factors as anticipated. It was even possible to empirically split vitality and learning as two distinct components of thriving. Notably, the analysis revealed that the variables Strain and Role Overload tap into the same concept, which leads to a focus on role overload only for further analysis.

2.5.5 Explorative Factor Analysis for Interpersonal/Team-level Variables

In a second step, the exploratory factor analysis was repeated for all interpersonal/ team-level items, comprising a team's psychological safety climate and performance pressure, relational energy, and respectful leadership. Once more, the analysis yielded a factor solution consistent with theoretical expectations (Appendix 10.2. Table 2). The resulting four-factor solution aligns with the theoretical expectations.

2.5.6 Explorative Factor Analysis for UT-level Variables

In a third step, the exploratory factor analysis was repeated for (organisational-) UT- level items, encompassing trust climate, inclusion climate, HRM satisfaction, UT Score – Satisfaction, and UT Score – Trust. Once more, all items aligned with their respective, theoretically motivated factors (Appendix 10.2. Table 3). Surprisingly, the UT Score – Satisfaction and the UT Score – Trust mapped into the same factor, suggesting that both UT Scores represent one similar, underlying concept. This finding, however, is consistent with recent trust research insights as these, rather distant evaluations should only be interpreted as coarse, atmospheric indicators instead of "sharp" instructions for action.

In sum, these analyses are not only necessary preconditions for further descriptive and inferential statistical analyses but bear important implications for UT and HR policy making. If the empirical data structure would not match with the theoretically intended item-construct affiliation, it is extremely challenging to perform tailored, hence effective policy measures, and to evaluate their benefits and justify their costs (see strategic aim 3, section 2.3).

3. PERSPECTIVE MATTERS

This section contributes to the strategic aim 1 “Describe” outlined in section 2.3. as the descriptive analyses are presented on the variables included in the causal model. This is done through a comprehensive exploration into the state of employee well-being, also to provide a nuanced assessment and mapping the terrain of employees' thriving, along with its antecedents and outcomes. By delving into these aspects, valuable insights is gained that allows to reflect on the current status quo inside and across organisational units and job functions. Furthermore, this examination enables to evaluate the urgency and relevance of management attention and highlights areas where targeted interventions may be most beneficial.

In Section 3.1, the mean differences in the variables between UT’s organisational units are highlighted, and in section 3.2 the differences between UT’s job functions are presented. Within each section, the causal models’ variables are organised according to their level. The organisational level will be discussed first, then the interpersonal- and team-level variables and finally the individual-level variables. Furthermore, the descriptive analyses motivate to carve out differences in role overload perceptions between academic and non-academic staff members as well as gender-related differences in perceptions of a vivid inclusion climate at UT.

For each variable the lowest and highest mean per organisational unit and job function is discussed and statistically significant differences between organisational units and job functions are highlighted. Indicated with red and green colour, it is highlighted which organisational units means and job functions means are different from the UT-wide mean in a statistically significant way. In this context, statistically significant indicates that the mean differences are meaningful and substantial, and that chance or fluke can be very likely ruled out as root-causes. Hereafter, we determine statistical significance at the 1%-level [1].

[1] The results of the ANOVA & T-tests for section 3 (Perspective Matters) can be provided upon request, via: s.d.schafheitle@utwente.nl

3.1 ORGANISATIONAL UNITS

3.1.1 UT-level Variables

In this section, an overview is provided of the descriptive statistics for all variables at the UT-level within the causal model. Initially, the focus will be on the variable of employees' **satisfaction with the Human Resource Management (HRM) function,** including its individual aspects. Subsequently, the variables that assess employees' perceptions of UT as an employer will be explored. These variables include the **UT Score – Satisfaction**, reflecting employees' satisfaction levels with UT as their employer, **UT Score – Trust**, indicating the level of trust employees have in UT as their employer, and the **Net Promoter Score**, which gauges the likelihood of a respondent recommending UT as an employer to a friend.

HRM Satisfaction

The variable **HRM Satisfaction** was measured on a 5-point Likert scale. Higher scores indicate that employees are more satisfied with HRM. The mean values and standard deviations per organisational unit can be seen in Table 4.

The arithmetic mean for **HRM Satisfaction** across the UT is 3.54, with a standard deviation (SD) of 0.84. HR exhibited the highest average satisfaction score at 4.03, significantly surpassing the UT-wide average. Conversely, participants who chose not to disclose their organisational unit had the lowest average score at 3.18, significantly below the UT-wide average. When comparing organisational units' average scores to the UT-wide average, only HR scored significantly higher. Conversely, participants who did not disclose their organisational unit scored significantly lower than the UT-wide average. Adding to this, HR scores are significantly different from people who chose not to disclose their organisational unit.

Organisational Unit	HRM Satisfaction	
	Mean	SD
BMS	3.42	0.94
ET	3.64	0.73
EEMCS	3.56	0.74
ST	3.60	0.81
ITC	3.34	1.03
GA	3.80	0.76
CFM	3.68	0.96
CES	3.57	0.59
FIN	3.94	0.91
HR	4.03	0.48
LISA	3.81	0.85
MC	3.55	0.75
SP	3.93	0.63
SBD	3.40	0.97
Prefer not to answer	3.18	0.92
UT wide	3.54	0.84

Table 4. HRM Satisfaction by Organisational Unit

Figure 6 presents HRM satisfaction, categorised by various aspects covered by the HRM function. Overall, the majority of employees express satisfaction across most HR aspects. For example, 76% of respondents report being mainly or completely satisfied with family-friendly practices. Similarly, 68% indicate satisfaction with support during and after illness, as well as with development opportunities. However, there are certain HR aspects where a minority of the respondents express satisfaction. Specifically, only 45% report being mainly or completely satisfied with the dialogue about realistic workloads, and 41% with rewards and recognition for performance.

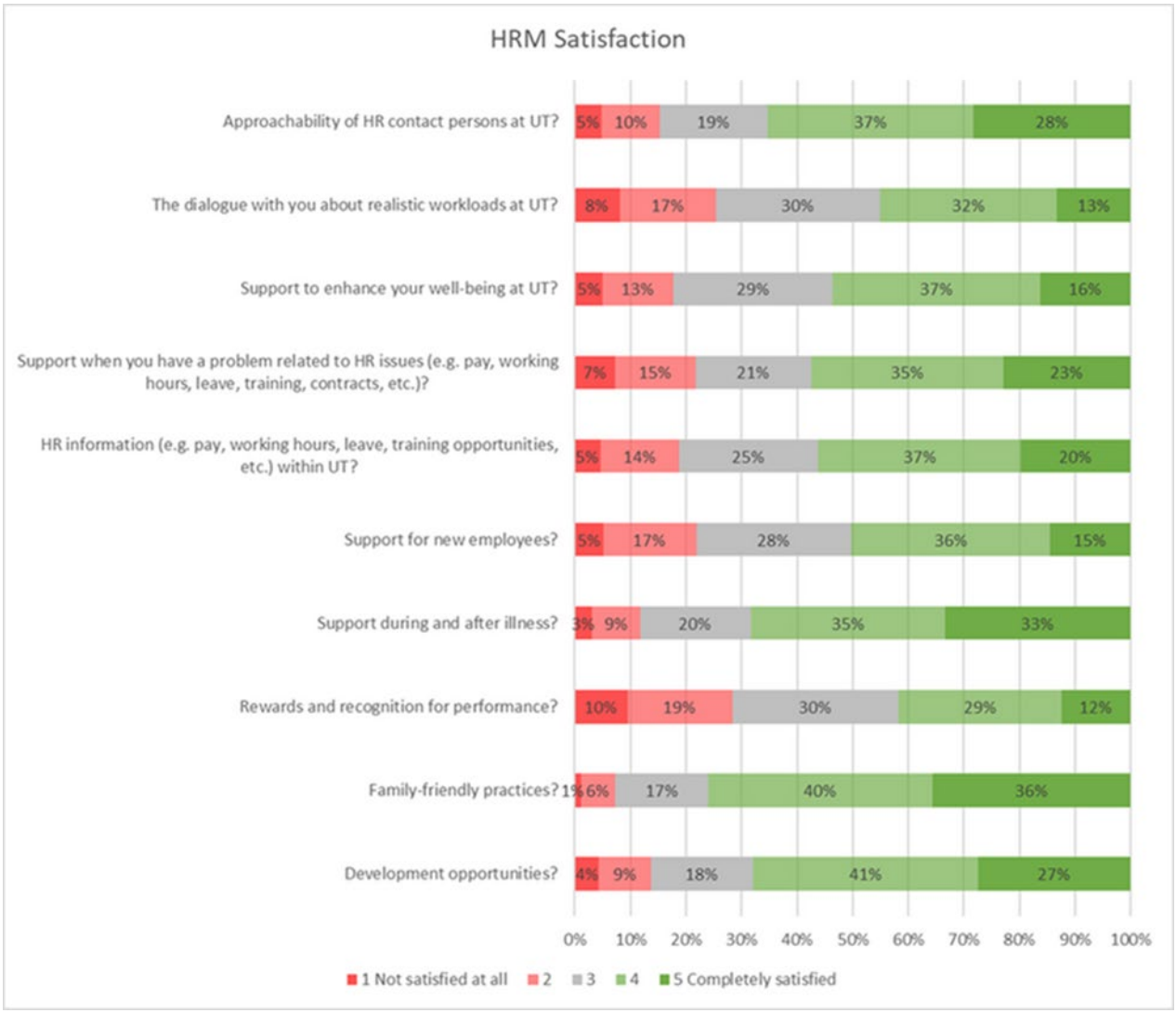

Figure 6. HRM Satisfaction by the various HR Aspects

UT Scores and Net Promoter Score

The variables **UT Score - Satisfaction**, **UT Score – Trust**, and the **Net Promoter Score** were assessed using a 10-point Likert scale (to ensure compatibility with previous years), where higher scores indicate greater satisfaction with UT, trust in UT, or a higher likelihood to recommend UT as an employer. Table 5 displays the mean values and standard deviations per organisational unit.

For **UT Score – Satisfaction**, the UT-wide mean is 7.39, with a standard deviation of 1.63. GA exhibits the highest mean (8.5), significantly surpassing the UT-wide average, while BMS demonstrates the lowest mean (6.83). The units ET, EEMCS, GA, CES, HR, and LISA score significantly higher than the UT-wide mean, while BMS and participants who chose not to disclose their organisational unit score significantly lower. When comparing the means of the organisational units with each other, most of the differences are significant.

The UT-wide mean for **UT Score – Trust** is 7.03, with a standard deviation of 1.89. GA has the highest mean (8.31), significantly exceeding the UT-wide average, while BMS displays the lowest (6.23). Units ET, GA, CES, and HR score significantly higher than the UT-wide mean, with BMS and undisclosed participants scoring significantly lower. Again, when comparing the means of the organisational units with each other, most of the differences are significant.

Regarding the **Net Promoter Score**, the UT-wide mean is 7.39, with a standard deviation of 1.86. Again, GA has the highest mean (8.5), significantly exceeding the UT-wide average, while BMS has the lowest (6.83). Units ET, EEMCS, GA, CES, and HR score significantly higher than the UT-wide mean, while BMS, ITC, and undisclosed participants score significantly lower. The differences between the organisational units are again, mostly significant.

Organisational Unit	UT Score - Satisfaction		UT Score - Trust		Net Promoter Score	
	Mean	SD	Mean	SD	Mean	SD
BMS	6.83	2.16	6.32	2.39	6.83	2.31
ET	7.69	1.64	7.37	1.95	7.73	1.75
EEMCS	7.61	1.28	7.27	1.63	7.63	1.55
ST	7.38	1.47	7.09	1.69	7.25	1.76
ITC	7.08	1.69	6.69	2.03	7.00	1.86
GA	8.50	0.82	8.31	0.87	8.50	0.82
CFM	7.11	1.77	6.89	1.90	7.13	2.12
CES	7.84	1.12	7.42	1.44	7.97	1.37
FIN	7.82	0.98	7.55	0.93	7.18	1.33
HR	8.03	0.69	7.84	0.99	8.16	1.14
LISA	7.81	1.40	7.26	1.84	7.48	2.20
MC	7.33	1.08	7.10	1.27	7.64	1.20
SP	7.59	1.00	7.12	1.22	7.76	1.35
SBD	7.62	0.96	7.23	1.36	7.85	1.46
Prefer not to answer	6.91	1.76	6.63	1.94	7.01	1.96
UT wide	7.39	1.63	7.03	1.89	7.39	1.86

Table 5. UT Score - Satisfaction, UT Score – Trust, and NPS by Organisational Unit

Trust and Inclusion Climate

The variables **Trust Climate** and **Inclusion Climate** were assessed using a 5-point Likert scale, with higher scores indicating a more positive experience with trust or inclusion climate at UT. Table 6 presents the mean values and standard deviations per organisational unit.

The UT-wide mean for **Trust Climate** is 3.56, with a standard deviation of 0.88. GA has the highest mean (3.8), which is, however, not significantly different from the UT-wide mean, while participants who chose not to disclose their organisational

unit have the lowest mean (3.28). The units ET, EEMCS, and CES exhibit significantly higher means than the UT-wide average, whereas only participants who chose not to disclose their organisational unit scored significantly lower. When comparing the organisational units with each other, units ET, EEMCS, and CES show significant differences compared with participants who preferred not to disclose their organisational unit.

For **Inclusion Climate**, the UT-wide mean is 3.72, with a standard deviation of 0.78. Again, GA has the highest mean (4.17), significantly surpassing the UT-wide average, while participants who chose not to indicate their organisational unit have the lowest mean (3.35). The units ET, EEMCS, and GA show significantly higher means than the UT-wide average, with only participants who chose not to disclose their organisational unit scoring significantly lower. Here, units ET, EEMCS, GA, CES, and LISA show significantly different means compared with participants who did not disclose their organisational unit.

Organisational Unit	Trust Climate		Inclusion Climate	
	Mean	SD	Mean	SD
BMS	3.45	0.95	3.63	0.73
ET	3.76	0.87	3.84	0.86
EEMCS	3.73	0.74	3.88	0.66
ST	3.57	1.00	3.64	0.75
ITC	3.40	0.96	3.67	0.79
GA	3.80	0.56	4.17	0.44
CFM	3.47	0.90	3.78	0.79
CES	3.77	0.85	3.87	0.72
FIN	3.48	0.70	3.75	0.82
HR	3.48	0.62	3.82	0.50
LISA	3.60	0.79	3.89	0.77
MC	3.57	0.54	3.73	0.59
SP	3.57	0.58	3.94	1.11
SBD	3.37	0.62	3.67	0.41
Prefer not to answer	3.28	0.88	3.35	0.93
UT wide	3.56	0.88	3.72	0.78

Table 6. Trust Climate and Inclusion Climate by Organisational Unit

UT-level Implications for HRM and Well-being policy practice

- Based on the analysis of UT-level variables by organisational unit, employees from GA & HR seem to be most satisfied with UT as their employer whereas BMS employees express lowest satisfaction with UT. In enhancing employee satisfaction with the University of Twente as their employer, UT and HR policy might leverage successful practices observed in GA and HR.
- Employees from ET, EEMCS, GA & CES report above-average experiences with the trust and inclusion climate at UT. Similarly, it might be worthwhile to form “communities of learning practice” where best practices can be shared as learning examples.

3.1.2 Interpersonal/Team-level Variables

In this section, an overview will be provided of the descriptive statistics for all variables concerning interpersonal- and team-level within the causal model. Initially, the focus will be on the two variables employees' perceptions of Psychological Safety and Performance Pressure, which is an assessment of how safe they feel in speaking up, taking risks, and expressing themselves without fear of negative consequences, and how much pressure to perform they experience. Subsequently, the variables Relational Energy and Respectful Leadership will be explored, seeking insights into the quality of the relationships employees have with each other and their supervisors.

Psychological Safety & Performance Pressure

The variables **Psychological Safety** and **Performance Pressure** were assessed using a 5-point Likert scale, with higher scores indicating higher levels of experienced psychological safety and performance pressure, respectively. Table 7 displays the mean values and standard deviations per organisational unit.

For **Psychological Safety**, the UT-wide mean is 3.91, with a standard deviation of 0.73. SP demonstrates the highest mean (4.24), significantly surpassing the UT-wide average, while participants who preferred not to disclose their organisational unit show the lowest mean (3.72), but not significantly different from the UT-wide mean. Units EEMCS and HR score significantly higher than the UT-wide mean, whereas only BMS and participants who preferred not to disclose their organisational unit score significantly lower. When comparing the means across organisational units with each other, only EEMCS shows significant differences compared with participants who preferred not to disclose their organisational unit.

Regarding **Performance Pressure**, a UT-wide mean of 2.92 is observed, with a standard deviation of 0.80. The highest mean is observed among SP (3.5), significantly higher than the UT-wide mean, while HR exhibits the lowest mean (2.66), significantly lower than the UT-wide average. The unit SP shows significantly higher means than the UT-wide average, whereas units CFM, CES, and HR score significantly lower. The unit SP also shows significant differences compared to CFM, CES, and HR.

Organizational Unit	Psychological Safety		Performance Pressure	
	Mean	SD	Mean	SD
BMS	3.83	0.80	2.98	0.84
ET	4.00	0.69	2.83	0.81
EEMCS	4.00	0.55	2.92	0.77
ST	3.87	0.79	2.94	0.87
ITC	3.90	0.82	2.88	0.82
GA	3.97	0.56	3.11	0.65
CFM	3.60	0.78	2.70	0.92
CES	3.96	0.79	2.70	0.65
FIN	3.77	0.80	3.00	0.38
HR	4.12	0.53	2.66	0.53
LISA	4.06	0.71	2.95	0.67
MC	3.88	0.67	3.01	0.56
SP	4.24	0.70	3.50	0.73
SBD	4.12	0.68	3.02	0.82
Prefer not to answer	3.72	0.75	3.08	0.82
UT wide	3.91	0.73	2.92	0.80

Table 7. Psychological Safety and Performance Pressure by Organisational Unit

Relational Energy & Respectful Leadership

The variables **Relational Energy** and **Respectful Leadership** were evaluated using a 5-point Likert scale, where higher scores indicate a greater level of relational energy derived from interactions with colleagues or higher-quality experiences with direct supervisors. Table 8 presents the mean values and standard deviations per organisational unit.

The UT-wide mean for **Relational Energy** is 3.63, with a standard deviation of 0.53. The highest arithmetic mean was exhibited by SBD (3.88) which is not statistically significantly higher than the UT-wide mean. The lowest mean can be observed among FIN (3.22). This mean is not significantly lower than the UT-wide mean. Regarding the comparison of the organisational units' arithmetic mean and the UT-wide mean, units EEMCS and LISA score significantly higher than the UT-wide mean. The unit CFM and the group of employees who preferred not to share their organisational unit scored significantly lower than the UT-wide mean. No significant differences were found between the organisational units.

For **Respectful Leadership,** the UT-wide mean is 4.13, with a standard deviation of 0.84. CES demonstrates the highest arithmetic mean (4.5), significantly surpassing the mean across the entire UT. FIN shows the lowest mean (3.84), which is not a statistically significant difference from the UT-wide mean. Regarding the comparison of the organisational units' arithmetic mean and the UT-wide mean, units ET, CES, and HR score significantly higher than the UT-wide mean. Only participants who preferred not to disclose their organisational unit scored significantly lower than the UT-wide mean. Additionally, CES shows significant differences when compared to BMS, ST, ITC, and MC. People who chose not to disclose their organisational unit also show significant differences compared to ET, CES, and HR.

Organizational Unit	Relational Energy		Respectful Leadership	
	Mean	SD	Mean	SD
BMS	3.71	0.56	4.04	0.94
ET	3.66	0.58	4.27	0.73
EEMCS	3.77	0.55	4.22	0.74
ST	3.59	0.46	4.09	0.81
ITC	3.56	0.51	3.97	1.03
GA	3.65	0.59	4.22	0.76
CFM	3.27	0.57	3.99	0.96
CES	3.70	0.43	4.50	0.59
FIN	3.22	0.40	3.84	0.91
HR	3.77	0.41	4.36	0.48
LISA	3.83	0.53	4.27	0.85
MC	3.66	0.39	3.97	0.75
SP	3.60	0.59	4.39	0.63
SBD	3.88	0.60	4.05	0.97
Prefer not to answer	3.41	0.56	3.89	0.92
UT wide	3.63	0.53	4.13	0.84

Table 8. Relational Energy and Respectful Leadership by Organisational Unit

Interpersonal/Team-level implications for HRM and Well-being policy practice

- Performance pressure is generally rated consistently across organisational units, except notably by SP. At SP, performance pressure is notably higher, warranting focused interventions and managerial attention to address this issue effectively.
- Leadership is consistently perceived as being respectful at UT. Hereby, the units CES and HR can serve as especially positive examples. Here it might be also worthwhile to pursue "communities of learning practice", where sharing insights might also benefit the nurture of positive relationships amongst colleagues.

3.1.3 Individual-level Variables

In this section, an overview will be provided of the descriptive statistics of all variables concerning the individual level within the causal model. Initially, the focus will be on the two variables employee **mindfulness** and **autonomy** perceptions, investigating how mindful UT employees behave at work, and how autonomous they can perform their work. Subsequently, employees' thriving experiences and their speak-up behaviour will be explored, seeking to what extent they experience vitality and learning at work and their willingness to raise issues.

Finally, employees' **Mental Well-being**, **Strain**, and **Role Overload** will be analysed, seeking insights into employees' mental states at work and their experiences regarding psychological stressors. Here, an overview will be given of the experienced workload of UT employees, compared with the research from previous years, and across organisational units. Additionally, overtime hours will be compared with results from the previous two surveys.

Mindfulness & Autonomy

The variables **Mindfulness** and **Autonomy** were assessed using a 5-point Likert scale, where higher scores indicate higher levels of mindfulness or autonomy at work. Table 9 presents the mean values and standard deviations per organisational unit.

For **Mindfulness**, the UT-wide mean is 3.64, with a standard deviation of 0.79. FIN has the highest mean at 3.87, which does not significantly exceed the UT-wide mean, while EEMCS displays the lowest mean at 3.56, not significantly lower than the UT-wide mean. Only in CES is there a statistically significant difference, with the mean significantly higher than the UT-wide average. No significant differences were found between the organisational units.

In terms of **Autonomy**, the UT-wide mean is 4.10, with a standard deviation of 0.81. SBD has the highest mean at 4.36, which is not significantly higher than the UT-wide mean, while FIN exhibits the lowest mean at 3.82, also not significantly lower than the UT-wide mean. Units ET and EEMCS score significantly higher than the UT-wide mean, while participants who preferred not to disclose their organisational unit score significantly lower. Additionally, EEMCS shows significant differences compared to participants who chose not to disclose their organisational unit.

Organisational Unit	Mindfulness		Autonomy	
	Mean	SD	Mean	SD
BMS	3.58	0.80	4.02	0.92
ET	3.62	0.79	4.22	0.79
EEMCS	3.56	0.79	4.27	0.68
ST	3.57	0.88	4.07	0.82
ITC	3.59	0.79	4.15	0.82
GA	3.73	0.73	4.08	0.76
CFM	3.79	0.81	4.02	0.89
CES	3.82	0.77	4.05	0.79
FIN	3.87	0.71	3.82	0.69
HR	3.79	0.71	4.29	0.76
LISA	3.75	0.76	4.02	0.90
MC	3.70	0.68	4.00	0.72
SP	3.78	0.57	4.04	0.58
SBD	3.77	0.86	4.36	0.73
Prefer not to answer	3.68	0.76	3.95	0.76
UT wide	3.64	0.79	4.10	0.81

Table 9. Mindfulness and Autonomy by Organisational Unit

Thriving & Employees Speak-up Behaviour

The variables **Thriving** and **Employees' Speak-up Behaviour** were measured on a 5-point Likert scale. Higher scores indicate higher levels of the experience of thriving at work, or higher readiness to bring up issues encountered at work. The mean values and standard deviations per organisational unit can be seen in Table 10.

The UT-wide **Thriving** mean is at 3.57, with a standard deviation of 0.77. GA exhibits the highest arithmetic mean (3.82) which is not significantly higher than the UT-wide mean. Participants opting not to disclose their organisational unit score the lowest mean (3.35) which is significantly lower than the UT-wide mean. Regarding the comparison of the organisational units' arithmetic mean and the UT-wide mean, only participants who chose not to disclose their organisational unit scored significantly lower than the UT-wide mean. This is the only statistically significant difference found. Between organisational units, no significant differences are identified.

UT-wide, the mean for **Employees' Speak-up Behaviour** is 3.42, with a standard deviation of 0.83. The highest arithmetic mean is observed among SBD (3.78) who score significantly higher than the UT-wide mean. Participants who chose not to indicate their organisational unit score the lowest mean (3.19) which is statistically significant. Regarding the comparison of the organisational units' arithmetic mean and the UT-wide mean, the units ET, LISA, and SBD show significantly higher means

than the UT-wide mean. BMS and participants who preferred not to disclose their organisational unit score significantly lower than the UT-wide mean. ET and LISA score significantly higher than participants who chose not to disclose their organisational unit.

Organisational Unit	Thriving		Speak-up Behaviour	
	Mean	SD	Mean	SD
BMS	3.56	0.80	3.31	0.77
ET	3.64	0.81	3.53	0.87
EEMCS	3.62	0.70	3.42	0.77
ST	3.53	0.82	3.41	0.92
ITC	3.58	0.71	3.46	0.90
GA	3.82	0.52	3.56	1.13
CFM	3.53	0.83	3.38	0.75
CES	3.62	0.75	3.48	0.82
FIN	3.69	0.57	3.53	0.52
HR	3.78	0.69	3.52	0.53
LISA	3.69	0.85	3.62	0.85
MC	3.45	0.64	3.38	0.72
SP	3.77	0.78	3.42	0.70
SBD	3.56	0.60	3.78	0.70
Prefer not to answer	3.35	0.80	3.19	0.84
UT wide	3.57	0.77	3.42	0.83

Table 10. Thriving and Employees' Speak-up Behaviour by Organisational Unit

Mental Well-being, Strain & Role overload

The variables **Mental Well-being**, **Strain**, and **Role Overload** were obtained on a 5-point Likert scale. Higher scores indicate higher levels of mental well-being, strain, or role overload experienced at work. The mean values and standard deviations per organisational unit can be seen in Table 11.

For **Mental Well-being** the UT-wide mean is 3.5, with a standard deviation of 0.8. HR demonstrates the highest arithmetic mean (3.95), significantly surpassing the mean across the entire UT. People who preferred not to disclose their organisational unit show the lowest mean (3.32) which is statistically significant. Regarding the comparison of the organisational units' arithmetic mean and the UT-wide mean, units CES, HR, and LISA all score significantly higher than the UT-wide mean. Opposed to that, BMS, ST and participants who preferred not to answer their organisational unit score significantly lower than the UT-wide mean. When comparing the organisational units with each other, first, HR scores significantly different than BMS, ST, and ITC. Secondly, there are significant differences between ST and CES. Lastly, people who preferred not to disclose their organisational unit score significantly different than CES, HR, and LISA.

The UT-wide mean for **Strain** stands at 2.91, with a standard deviation of 1.2. ITC displayed the highest arithmetic mean (3.34), significantly exceeding the UT-wide mean. Conversely, SP exhibits the lowest mean (2.2) which is not statistically significant. Regarding the comparison of the organisational units' arithmetic mean and the UT-wide mean, only the unit ITC scores significantly higher than the UT-wide mean. CFM, CES, HR, MC, and SBD score significantly lower than the UT-wide mean. When comparing the units with each other, most of them show significant differences.

For **Role Overload** the UT-wide mean is 3.31, with a standard deviation of 0.53. ITC showcases the highest arithmetic mean at 3.51, significantly exceeding the UT-wide mean. HR shows the lowest mean of 2.89 which is significantly lower than the UT-wide mean. Regarding the comparison of the organisational units' arithmetic mean and the UT-wide mean, the units BMS and ITC display significantly higher scores compared to the UT-wide mean. Conversely, CFM, CES, and HR score significantly lower scores relative to the UT-wide mean. When compared with each other, the organisational unit CES shows significant differences from BMS and ITC.

Organisational Unit	Mental Well-being		Strain		Role Overload	
	Mean	SD	Mean	SD	Mean	SD
BMS	3.38	0.84	3.17	1.22	3.48	0.99
ET	3.55	0.81	2.96	1.25	3.25	0.87
EEMCS	3.55	0.77	3.02	1.15	3.37	0.87
ST	3.35	0.87	3.04	1.13	3.29	0.84
ITC	3.41	0.82	3.34	1.20	3.51	0.82
GA	3.80	0.65	2.67	1.10	3.22	1.04
CFM	3.52	0.92	2.41	1.28	2.98	0.84
CES	3.73	0.65	2.45	1.10	3.03	0.72
FIN	3.64	0.38	2.30	1.10	3.45	0.82
HR	3.95	0.53	2.23	1.02	2.89	0.94
LISA	3.72	0.67	2.65	1.12	3.31	0.89
MC	3.60	0.56	2.54	0.98	3.31	0.86
SP	3.79	0.73	2.20	1.03	3.18	0.80
SBD	3.76	0.82	2.23	1.07	2.96	0.85
Prefer not to answer	3.32	0.82	3.00	1.18	3.43	0.91
UT wide	3.50	0.80	2.91	1.20	3.31	0.53

Table 11. Mental Well-being, Strain and Role Overload by Organisational Unit

Workload

As can be seen in Figure 7, the perceived **Workload** of UT employees has increased in 2023, compared to the results from past surveys. 49% of employees report perceiving their workload as too high, which is an increase of 12% compared to the most recent survey from 2022. This year's results are comparable to the results from 2021 Wave 1, where 45% indicated that they experience their workload to be too high. It must be noted that the samples were different in each survey. Hence, the results must be interpreted with caution.

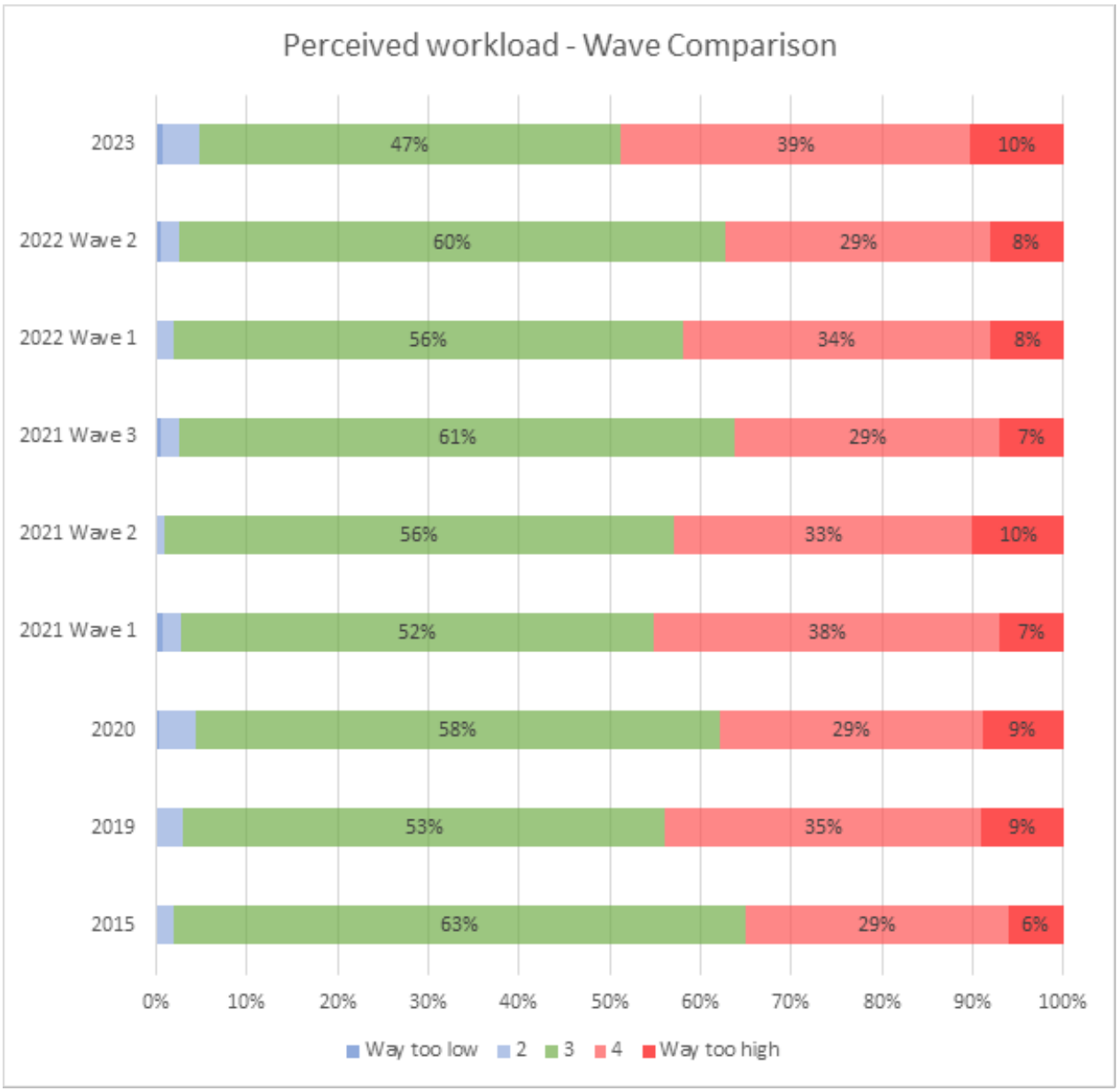

Figure 7. Perceived Workload – Wave Comparison

Figure 8 shows the perceived workload compared between organisational units. As can be seen, employees from ITC report the highest perceived workload, with 62% reporting a workload that is too high. The lowest perceived workload is reported by employees from GA, with only 25% reporting a workload that is too high. The other units vary between 31% to 54%.

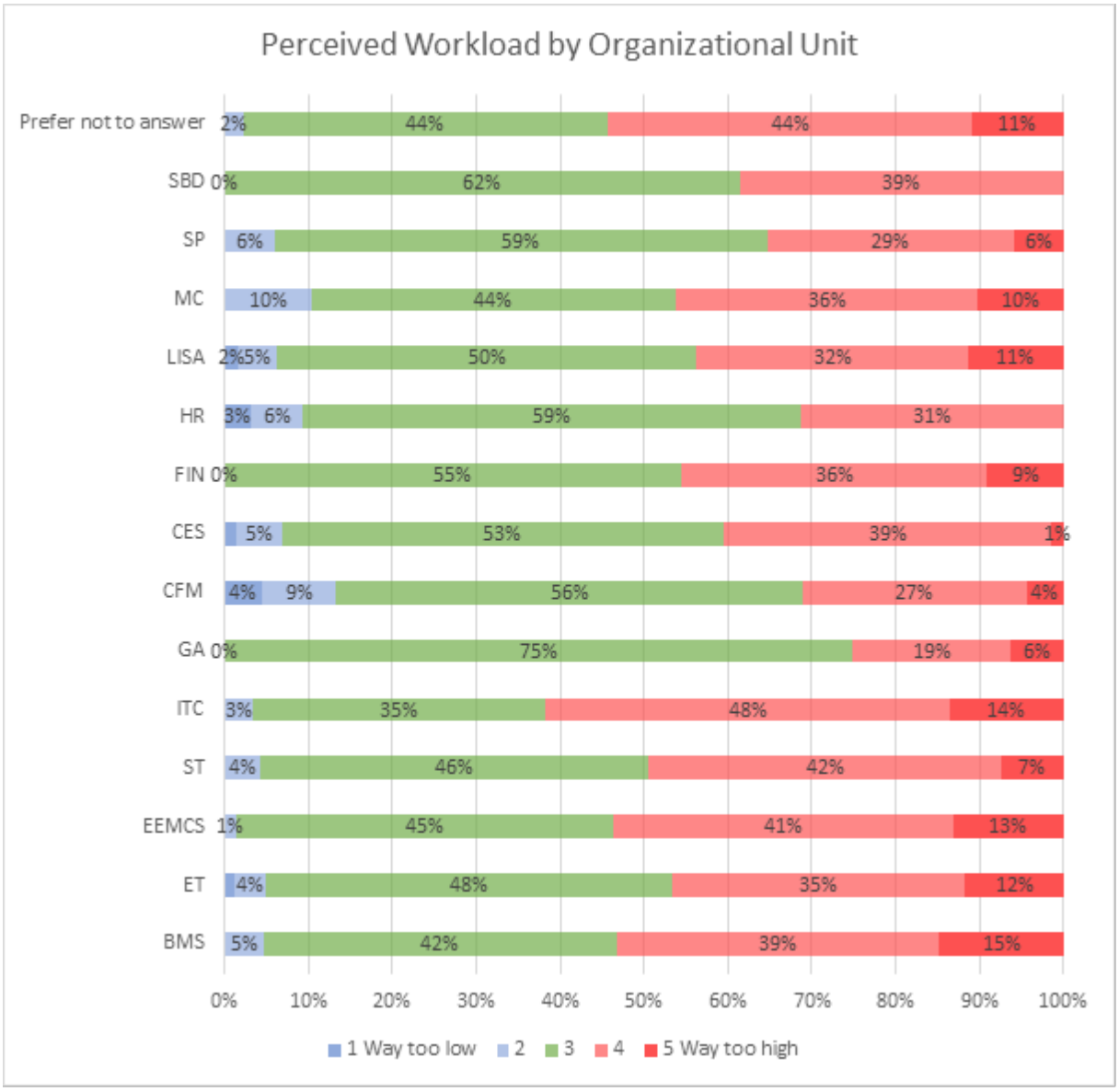

Figure 8. Perceived Workload by Organisational

Overtime

Figure 9 illustrates **Overtime Hours** worked per week compared with results from previous surveys. Nearly unchanged when compared with the previous wave, 51% of employees report that they do not work overtime hours. This means that 49% do work overtime hours of which 24% work more than 6 overtime hours per week. Only 8.7% of employees work more than 10 overtime hours per week, marking a slight decrease compared to previous years.

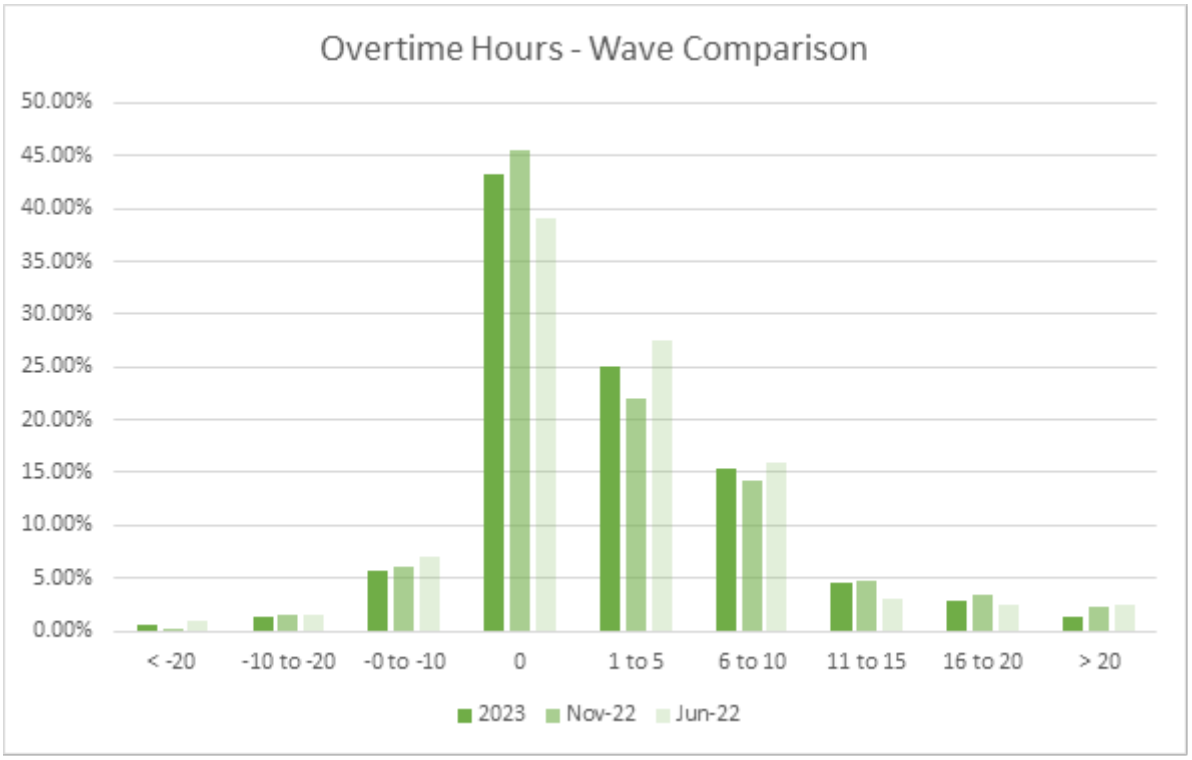

Figure 9. Overtime Hours – Wave Comparison

Individual-level implications for HRM and Well-being policy practice

- Higher levels of employee mindfulness are consistently experienced across most organisational units, with CES employees standing out as a positive example. HRM should engage in dialogue with CES to glean insights into best practices when developing mindfulness initiatives for the upcoming well-being weeks.
- BMS employees report lower willingness to speak up, lower mental well-being, and higher role overload. HR initiatives might follow up on these findings to better understand the root causes at the faculty level. This might be beneficial in evaluating the benefit of confidence trainings, workshops or a considerate review of workload distribution.
- Similarly, CES and HR might want to share their well-being best practices in a more structured fashion as an offer to benefit the faculties.

3.2 JOB FUNCTIONS

3.2.1 UT-level Variables

In this section, an overview is provided of the descriptive statistics of all variables that represent UT-level concepts, compared between different job functions. First, the variable **HRM Satisfaction** is presented. Here, a more detailed look at the single facets of satisfaction with HRM is provided. After that, the variables will be investigated which represent an evaluation of UT as an employer. These variables include the **UT Score – Satisfaction**, a score indicating the employees' satisfaction with UT as their employer, **UT Score – Trust**, an indicator of employees' trust in the UT as their employer, and the **Net Promoter Score**, a score which resembles the likelihood that a respondent would recommend UT as an employer to a friend.

HRM Satisfaction

The variable **HRM Satisfaction** was measured on a 5-point Likert scale. Higher scores indicate more satisfaction with HRM. The mean values and standard deviations per job function can be seen in Table 12.

The UT-wide mean for **HRM Satisfaction** is 3.54, with a standard deviation of 0.84. The highest arithmetic mean was exhibited by researchers/ post-docs (3.83) which is significantly higher than the UT-wide mean. The lowest mean can be found among participants who preferred not to share their job function (3.06). This mean is significantly lower than the UT-wide mean. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, only researchers/post-docs score significantly higher than the UT-wide mean. Assistant professors and participants who preferred not to share their job function score significantly lower than the UT-wide mean. The group of people choosing not to disclose their job function also scores significantly different from PhD candidates, researchers/post-docs, managers (support service), and support staff.

Job Function	HRM Satisfaction	
	Mean	SD
PhD candidate	3.71	0.73
Researcher / Post-Doc	3.83	0.67
Teacher / Lecturer	3.33	0.76
Assistant Professor	3.24	0.78
Associate Professor	3.28	0.76
Full Professor	3.66	0.88
Manager (support service)	3.74	0.70
Manager (faculties)	3.72	0.78
Support staff	3.63	0.74
Prefer not to answer	3.06	0.86
UT wide	3.54	0.84

Table 12. HRM Satisfaction by Job Function

UT Scores & Net Promoter Score

The variables **UT Score - Satisfaction, UT Score – Trust,** and **Net Promoter Score** were all measured on a 10-point Likert scale. Higher scores indicate more satisfaction with UT, trust in UT or a higher likelihood of recommending UT as an employer. The mean values and standard deviations per job function can be seen in Table 13.

For **UT Score – Satisfaction** the UT-wide mean is 7.39, with a standard deviation of 1.63. Managers (Support Service) demonstrate the highest arithmetic mean (7.84), significantly surpassing the mean across the entire UT. Assistant Professors show the lowest mean (6.26). Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, PhD candidates, teachers/lecturers, managers (support service), and support staff score significantly higher than the UT-wide mean. Opposed to that, only assistant professors and participants who preferred not to answer their job function score significantly lower than the UT-wide mean. When comparing the different job functions with each other, assistant professors score significantly different from all other groups. Additionally, most groups score significantly different from the group of participants who preferred not to disclose their job function.

The UT-wide mean for **UT Score – Trust** stands at 7.03, with a standard deviation of 1.89. Managers (Faculties) display the highest arithmetic mean (7.55), significantly exceeding the UT-wide mean. Conversely, assistant professors exhibit the lowest

mean (5.76). Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, PhD candidates, full professors, managers (Faculties), and support staff score significantly higher than the UT-wide mean. Again, only assistant professors and participants who preferred not to answer their job function score significantly lower than the UT-wide mean. Moreover, assistant professors score significantly different from all other groups except associate professors. Again, the arithmetic mean of almost all units is significantly different from the mean of participants who chose not to disclose their job function.

For the **Net Promoter Score** the UT-wide mean is 7.39, with a standard deviation of 1.86. Managers (faculties) showcase the highest arithmetic mean at 7.86, significantly exceeding the UT-wide mean. Assistant professors show the lowest mean of 6.21 which is significantly lower than the UT-wide mean. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, PhD candidates, managers (faculties), and support staff display significantly higher scores compared to the UT-wide mean. Conversely, assistant professors and respondents preferring non-disclosure of their job function score significantly lower scores relative to the UT-wide mean. Assistant professors score significantly different from all other job functions. Again, the arithmetic mean of most units is significantly different from the mean of participants who chose not to disclose their job function.

Job Function	UT Score - Satisfaction		UT Score - Trust		Net Promoter Score	
	Mean	SD	Mean	SD	Mean	SD
PhD candidate	7.63	1.69	7.41	1.94	7.66	1.81
Researcher / Post-Doc	7.65	1.71	7.37	2.19	7.57	1.95
Teacher / Lecturer	7.82	1.05	7.07	1.64	7.73	1.37
Assistant Professor	6.26	2.21	5.76	2.45	6.21	2.37
Associate Professor	7.34	1.54	6.81	1.78	7.34	1.63
Full Professor	7.58	1.20	7.53	1.48	7.64	1.29
Manager (support service)	7.84	1.25	7.26	1.40	7.70	1.28
Manager (faculties)	7.59	0.96	7.55	0.96	7.86	0.99
Support staff	7.59	1.28	7.22	1.52	7.60	1.66
Prefer not to answer	6.49	1.97	6.20	2.24	6.49	2.21
UT wide	7.39	1.63	7.03	1.89	7.39	1.86

Table 13. UT Score - Satisfaction, UT Score – Trust, and NPS by Job Function

Trust Climate & Inclusion Climate

The variables **Trust Climate** and **Inclusion Climate** were measured on a 5-point Likert scale. Higher scores indicate a better experience with the trust or inclusion climate at the UT. The mean values and standard deviations per job function can be seen in Table 14.

The UT-wide **Trust Climate** mean is 3.56, with a standard deviation of 0.88. Researchers/post-docs exhibit the highest arithmetic mean (3.91) which is significantly higher than the UT-wide mean. Participants opting not to disclose their job function score the lowest mean (3.14). Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, PhD candidates, researchers/post-docs, and teachers/lecturers exhibit significantly higher means than the UT-wide mean. Assistant professors and participants who preferred not to answer their job function score significantly lower than the UT-wide mean. When comparing the job functions with each other, it is visible that PhD candidates score significantly different from assistant professors and support staff. It is also observed that researchers/post-docs score significantly different from assistant professors, full professors, and support staff. Moreover, people choosing not to disclose their job function score significantly different from PhD candidates, researchers/post-docs, teachers/lecturers, managers (support service), and support staff.

UT-wide, the mean for **Inclusion Climate** is 3.72, with a standard deviation of 0.78. The highest arithmetic mean is observed among researchers/post-docs who score significantly higher than the UT-wide mean (4.07). Participants who chose not to indicate their job function score the lowest mean (3.25) which is statistically significant. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, PhD candidates and researchers/post-docs show significantly higher means than the UT-wide mean. Assistant professors and participants who preferred not to answer their job function score significantly lower than the UT-wide mean. Adding to this, PhD candidates score significantly different when compared with assistant professors and support staff. Almost all job functions score significantly different compared to participants who chose not to disclose their job function.

Job Function	Trust Climate		Inclusion Climate	
	Mean	SD	Mean	SD
PhD candidate	3.79	0.83	3.89	0.93
Researcher / Post-Doc	3.91	0.81	4.07	0.88
Teacher / Lecturer	3.78	0.67	3.82	0.81
Assistant Professor	3.36	0.92	3.47	0.98
Associate Professor	3.39	0.97	3.51	1.07
Full Professor	3.45	0.55	3.75	0.69
Manager (support service)	3.68	0.64	3.93	0.77
Manager (faculties)	3.68	0.65	4.05	0.75
Support staff	3.54	0.70	3.73	0.79
Prefer not to answer	3.14	0.86	3.25	0.90
UT wide	3.56	0.88	3.72	0.78

Table 14. Trust Climate & Inclusion Climate by Job Function

Considering the individualised nature of perceptions regarding the inclusion climate, it is aimed to further refine the understanding of inclusion climate perceptions, taking the gender identity of respondents into account. Figure 10 displays perceptions of Inclusion Climate at UT among different gender identifications. Men and women comprise the largest groups at 42.3% and 47.7% respectively. Non-binary individuals and individuals that prefer to self-describe make up for 1,5% of the sample, and 8.5% chose not to disclose their gender. Men report the highest levels of perceived inclusion with a mean value of 4 and an interquartile range skewed towards the upper end of the scale. Women share the same mean value but with an interquartile range slightly lower than men's. These interquartile ranges are reported to point out that there may be a smaller proportion of women who reported very high levels of inclusion compared to men. The group, non-binary participants and those that prefer to self-describe, and those that chose not to disclose their gender both have a median of 3, but with different interquartile ranges. Of the group of non-binary participants and individuals that prefer to self-describe, non-binary participants report lower perceived inclusion with a wider interquartile range indicating more variability.

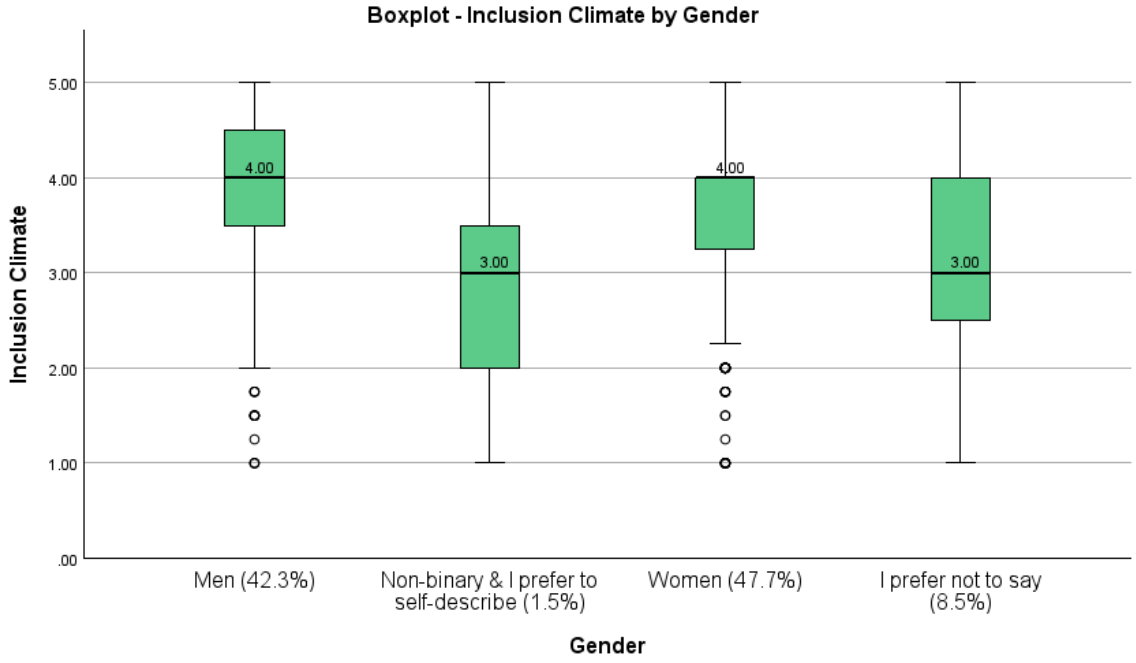

Figure 10. Boxplot - Inclusion Climate by Gender

UT-level implications for HRM and Well-being policy practice

- HRM satisfaction varies significantly among different job functions. For instance, assistant professors express lower satisfaction levels compared to researchers/post-docs. HR should investigate the reasons behind these differences in perception and maybe consider a wider range of organisational/societal circumstances.
- Assistant professors exhibit very low levels of satisfaction with the UT as their employer and report a low feeling of trust as a prevailing norm, particularly when compared to other job functions. UT-wide policies should address specific concerns of assistant professors to improve their satisfaction and trust levels.
- PhD candidates and researchers/post-docs perceive their working environment as more trusting and inclusive compared to other job functions. Their experiences can serve as positive examples for designing UT-wide and HR policies aimed at enhancing trust and inclusion across the organisation.

3.2.2 Interpersonal/Team-level Variables

In this section, an overview is provided of the descriptive statistics of all variables that represent Interpersonal-/Team-level variables, compared between organisational units. First, the variables **Psychological Safety & Performance Pressure** are looked into, investigating how safe UT employees feel within their team and how much pressure to perform they experience. After that, the variables **Relational Energy and Respectful Leadership** are investigated, seeking insights into UT employees' relations with their colleagues and their supervisors.

Psychological Safety and Performance Pressure

The variables **Psychological Safety** and **Performance Pressure** were measured on a 5-point Likert scale. Higher scores indicating higher levels of experienced psychological safety and higher performance pressure felt. The mean values and standard deviations per job function can be seen in Table 15.

For **Psychological Safety** the UT-wide mean is 3.91, with a standard deviation of 0.73. Managers (faculties) demonstrate the highest arithmetic mean (4.53), significantly surpassing the mean across the entire UT. People preferring not to answer their job function show the lowest mean (3.64), scoring significantly lower than the UT-wide mean. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, only managers (faculties) score significantly higher than the UT-wide mean. Opposed to that, assistant professors and participants who preferred not to answer their job function score significantly lower than the UT-wide mean. Managers (faculties) also score significantly different when compared to all other job functions except full professors. Additionally, people choosing not to disclose their job function score significantly different from managers (faculties), managers (support service), and support staff.

Regarding **Performance Pressure**, a UT-wide mean of 2.92 is observed, with a standard deviation of 0.80. The highest mean of 3.33 can be observed among managers (faculties), and it is significantly higher than the UT-wide mean. The lowest mean of 2.73 is exhibited by support staff and is significantly lower than the UT-wide average. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, PhD Candidates, Managers, and participants choosing not to share their job function show significantly higher means than the UT-wide mean. Only support staff scores significantly lower than the UT-wide mean. Support staff does also show significant differences when compared with PhD candidates, assistant professors, managers (faculties), and people who chose not to disclose their job function.

Job Function	Psychological Safety		Performance Pressure	
	Mean	SD	Mean	SD
PhD candidate	3.86	0.74	3.10	0.93
Researcher / Post-Doc	3.99	0.72	2.88	0.95
Teacher / Lecturer	4.05	0.67	2.91	0.65
Assistant Professor	3.77	0.78	3.04	0.81
Associate Professor	3.79	0.80	3.05	0.77
Full Professor	4.07	0.58	3.03	0.65
Manager (support service)	4.05	0.63	3.14	0.85
Manager (faculties)	4.53	0.46	3.33	0.56
Support staff	3.95	0.71	2.73	0.76
Prefer not to answer	3.64	0.79	3.12	0.91
UT wide	3.91	0.73	2.92	0.80

Table 15. Psychological Safety and Performance Pressure by Job Function

Relational Energy & Respectful Leadership

The variables **Relational Energy** and **Respectful Leadership** were measured on a 5-point Likert scale. Higher scores indicate that employees draw a higher level of relational energy from interactions with colleagues or experience higher-quality experiences with direct supervisors. The mean values and standard deviations per job function can be seen in Table 16.

The UT-wide mean for **Relational Energy** is 3.63, with a standard deviation of 0.53. The highest arithmetic mean of 4.12 was exhibited by managers (faculties) which is statistically significantly higher than the UT-wide mean. The lowest mean of 3.28 can be observed among participants choosing not to disclose their job function. This mean is significantly lower than the UT-wide mean. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, teachers/lecturers, managers (support service & faculties) score significantly higher than the UT-wide mean. Assistant professors and the group of employees who preferred not to share their job function score significantly lower than the UT-wide mean. Adding to this, assistant professors show significant differences when compared to managers (faculties). Most job functions do also show significant differences when compared to people who chose not to disclose their job function.

For **Respectful Leadership** the UT-wide mean is 4.13, with a standard deviation of 0.84. Managers (faculties) demonstrate the highest arithmetic mean (4.44), significantly surpassing the mean across the entire UT. Full professors display the lowest mean (3.77), which is not a statistically significant difference to the UT-wide mean. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, researchers/post-docs and managers (support & faculties) score significantly higher than the UT-wide mean. Full professors and participants who preferred not to answer their job function score significantly lower than the UT-wide mean. People who chose not to disclose their job function do also score significantly different from researchers/post-docs, teachers/lecturers, and managers (support service & faculties).

Job Function	Relational Energy		Respectful Leadership	
	Mean	SD	Mean	SD
PhD candidate	3.74	0.97	4.17	0.83
Researcher / Post-Doc	3.77	0.78	4.38	0.78
Teacher / Lecturer	3.91	0.80	4.32	0.61
Assistant Professor	3.46	0.93	4.03	0.91
Associate Professor	3.60	0.85	4.00	0.94
Full Professor	3.57	0.71	3.77	0.97
Manager (support service)	3.92	0.80	4.39	0.74
Manager (faculties)	4.12	0.65	4.44	0.54
Support staff	3.62	0.86	4.16	0.78
Prefer not to answer	3.28	0.92	3.78	1.02
UT wide	3.63	0.53	4.13	0.84

Table 16. Relational Energy and Respectful Leadership by Job Function

Interpersonal-/Team-level implications for HRM and well-being policy practice

- Assistant professors exhibit significantly low levels of psychological safety and relational energy, which may contribute to their overall low satisfaction with the UT as their employer. Interventions aimed at increasing their satisfaction should focus on the team level and emphasise prevailing norms as well as relationship quality.
- Managers leading support services and faculties report high levels of relational energy and respectful leadership, suggesting that experiences with colleagues and direct leaders at higher levels of the UT hierarchy are perceived as more positive. HR policies should examine differences between higher and lower levels of the organisational hierarchy at UT, also as an offer for continuous learning.
- Full professors are the sole group indicating lower levels of respectful leadership, suggesting a potential area for improvement in leadership dynamics. UT-wide policies, drawing insights from positive examples like leadership among researchers/post-docs or other managers, could help address this concern.

3.2.3 Individual-level Variables

In this section, an overview is provided of the descriptive statistics of all variables that represent Individual-level variables, compared between job functions. First, the variables **Mindfulness** and **Autonomy** are looked into, investigating how mindful UT employees behave at work, and how autonomous they can design their way of working. After that, the variables **Thriving** and **Employees' Speak-up Behaviour** are investigated, seeking to understand to what extent UT employees thrive at the workplace through an experience of vitality and learning, and gaining insights into UT employees' readiness to bring up issues when they occur at work. Lastly, Employees' **Mental Well-being**, **Strain**, and **Role Overload** are looked at. Seeking to gain insights into employees' mental state and their experience regarding psychological stressors. Lastly, we will give an overview of the experienced workload of UT employees compared across job functions.

Mindfulness & Autonomy

The variables **Mindfulness**, and **Autonomy** were obtained on a 5-point Likert scale. Higher scores indicate higher levels of Mindfulness or Autonomy at work. The mean values and standard deviations per job function can be seen in Table 17.

The UT-wide mean for **Mindfulness** stands at 3.64, with a standard deviation of 0.79. Managers (support service) showcase the highest arithmetic mean at 3.85, significantly exceeding the UT-wide mean. PhD candidates show the lowest mean at 3.45, which is significantly lower than the UT-wide mean. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, managers (support service) and support staff score significantly higher than the UT-wide mean. PhD candidates and assistant professors score significantly lower than the UT-wide mean.

For **Autonomy** the UT-wide mean is 4.10, with a standard deviation of 0.81. Managers (faculties) display the highest arithmetic mean (4.52), significantly exceeding the UT-wide mean. Conversely, participants who preferred not to answer their job function exhibit the lowest mean (3.82) which is significantly lower than the UT-wide mean. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, the managers (support & faculties) score significantly higher than the UT-wide mean. Assistant professors and participants who preferred not to answer their job function score significantly lower than the UT-wide mean.

Job Function	Mindfulness		Autonomy	
	Mean	SD	Mean	SD
PhD candidate	3.45	0.82	4.19	0.86
Researcher / Post-Doc	3.72	0.83	4.19	0.66
Teacher / Lecturer	3.54	0.83	3.90	0.86
Assistant Professor	3.50	0.83	3.93	0.95
Associate Professor	3.57	0.77	4.16	0.70
Full Professor	3.83	0.73	4.30	0.64
Manager (support service)	3.85	0.66	4.39	0.62
Manager (faculties)	3.55	0.79	4.52	0.61
Support staff	3.74	0.74	4.10	0.77
Prefer not to answer	3.62	0.87	3.86	0.85
UT wide	3.64	0.79	4.10	0.81

Table 17. Mindfulness and Autonomy by Job Function

Thriving & Speak Up Behaviour

The variables **Thriving** and **Speak Up Behaviour** were measured on a 5-point Likert scale. Higher scores indicate higher levels of the experience of thriving at work, or higher readiness to bring up issues encountered at work. The mean values and standard deviations per job function can be seen in Table 18.

The UT-wide **Thriving** mean is 3.57, with a standard deviation of 0.77. Managers (support service) exhibit the highest arithmetic mean (3.81) which is significantly higher than the UT-wide mean. Participants opting not to disclose their job function score the lowest mean (3.32) which is significantly lower than the UT-wide mean. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, PhD candidates, researchers/post-docs, and managers (support service) score significantly higher than the UT-wide mean. Opposed to this, only people who preferred not to share their job function score significantly lower than the UT-wide mean.

UT-wide, the mean for **Speak Up Behaviour** is 3.42, with a standard deviation of 0.83. The highest arithmetic mean of 3.75 is observed among managers (support service) who score significantly higher than the UT-wide mean. Participants who chose not to indicate their job function score the lowest mean (3.13) which is not statistically significant. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, researchers/post-docs, full professors, and managers (support service & faculties) show significantly higher means than the UT-wide mean. Only assistant professors score significantly lower than the UT-wide mean.

Job Function	Thriving		Speak-up Behaviour	
	Mean	SD	Mean	SD
PhD candidate	3.68	0.78	3.45	0.67
Researcher / Post-Doc	3.79	0.74	3.61	0.63
Teacher / Lecturer	3.61	0.87	3.52	0.64
Assistant Professor	3.45	0.79	3.28	0.74
Associate Professor	3.52	0.65	3.46	0.58
Full Professor	3.60	0.61	3.69	0.55
Manager (support service)	3.81	0.68	3.75	0.63
Manager (faculties)	3.48	0.60	3.69	0.34
Support staff	3.56	0.77	3.39	0.59
Prefer not to answer	3.32	0.86	3.13	0.75
UT wide	3.57	0.77	3.42	0.83

Table 18. Thriving and Employees' Speak-up Behaviour by Job Functions

Mental Well-being, Strain and Role overload

The variables **Mental Well-being**, **Strain**, and **Role Overload** were obtained on a 5-point Likert scale. Higher scores indicate higher levels of mental well-being, strain, or role overload experienced at work. The mean values and standard deviations per job function can be seen in Table 19.

For **Mental Well-being,** the UT-wide mean is 3.5, with a standard deviation of 0.8. Managers (support service) demonstrate the highest arithmetic mean (3.82), significantly surpassing the mean across the entire UT. Assistant professors show the lowest mean (3.18), which is statistically significant. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, managers (support service) and support staff score significantly higher than the UT-wide mean. Opposed to that, PhD candidates, assistant professors and participants who preferred not to answer their job function score significantly lower than the UT-wide mean.

The UT-wide mean for **Strain** stands at 2.91, with a standard deviation of 1.2. Assistant professors display the highest arithmetic mean (3.74), significantly exceeding the UT-wide mean. Conversely, support staff exhibits the lowest mean (2.43), which is statistically significant. Regarding the comparison of the job functions' arithmetic mean and the UT-wide mean, PhD candidates, assistant professors, associate professors and participants who preferred not to answer their job function score significantly higher than the UT-wide mean. Only support staff scores significantly lower than the UT-wide mean.

For **Role Overload** the UT-wide mean is at 3.31, with a standard deviation of 0.53. Full professors showcase the highest arithmetic mean at 3.94, significantly exceeding the UT-wide mean. Researchers/post-docs show the lowest mean of 3.05 which is significantly lower than the UT-wide mean. Regarding the comparison of the job function arithmetic means and the UT-wide mean, assistant, associate, and full professors, as well as people choosing for non-disclosure of their job function score significantly higher compared to the UT-wide mean. Conversely, researchers/post-docs, and support staff score significantly lower scores relative to the UT-wide mean.

Job Function	Mental Well-being		Strain		Role Overload	
	Mean	SD	Mean	SD	Mean	SD
PhD candidate	3.37	0.92	3.23	1.14	3.27	0.86
Researcher / Post-Doc	3.59	0.79	3.07	1.22	3.05	0.78
Teacher / Lecturer	3.56	0.82	2.92	1.19	3.33	0.75
Assistant Professor	3.18	0.82	3.74	1.05	3.84	0.85
Associate Professor	3.36	0.66	3.52	0.97	3.82	0.82
Full Professor	3.67	0.57	3.21	1.08	3.94	0.74
Manager (support service)	3.82	0.69	2.86	1.11	3.47	0.99
Manager (faculties)	3.52	0.64	3.15	1.31	3.43	1.12
Support staff	3.64	0.71	2.43	1.09	3.06	0.88
Prefer not to answer	3.25	0.93	3.14	1.16	3.58	0.85
UT wide	3.50	0.80	2.91	1.20	3.31	0.53

Table 19. Mental Well-being, Strain and Role Overload by Job Function

Based on the observations of strain and role overload, it is aimed to further refine the understanding of strain perceptions, taking the nature of work, taking academic vs. non-academic staff into account (see Figure 11). Notably, 47.7% of participants in the 2023 well-being survey were academic staff, while 52.3% were non-academic staff. Academic staff exhibit a mean value of 3.33, whereas non-academic staff have a statistically significant lower mean of 2.33. Both observations inspire a closer look at the root-causes to evaluate whether heavy workloads, demanding deadlines, or pressure to perform in academic settings might motivate tailored action.

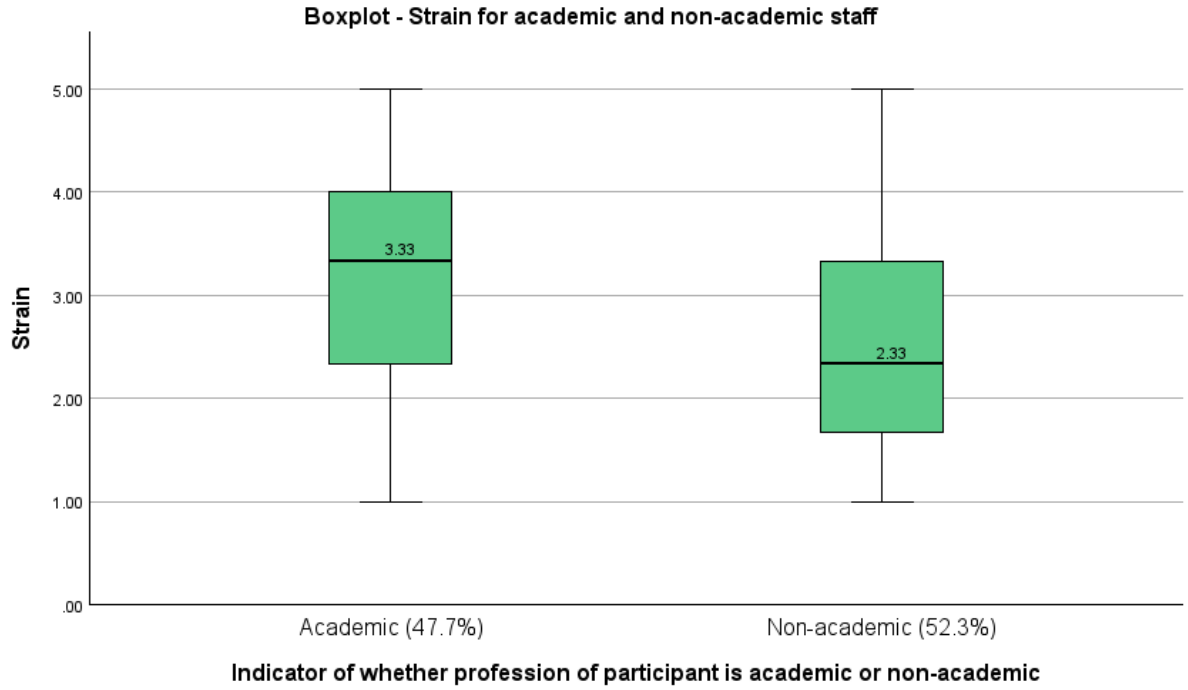

Figure 11. Boxplot for Strain for Academic and Non-academic Staff

Workload

Figure 12 shows the perceived workloads compared across job functions. As can be seen, professors report the highest perceived workload, with 80% of full professors, 75% of associate professors, and 74% of assistant professors reporting a workload that is too high. The lowest perceived workload is reported by support staff, with only 35% reporting a workload that is too high. The other job functions vary between 41% to 70%.

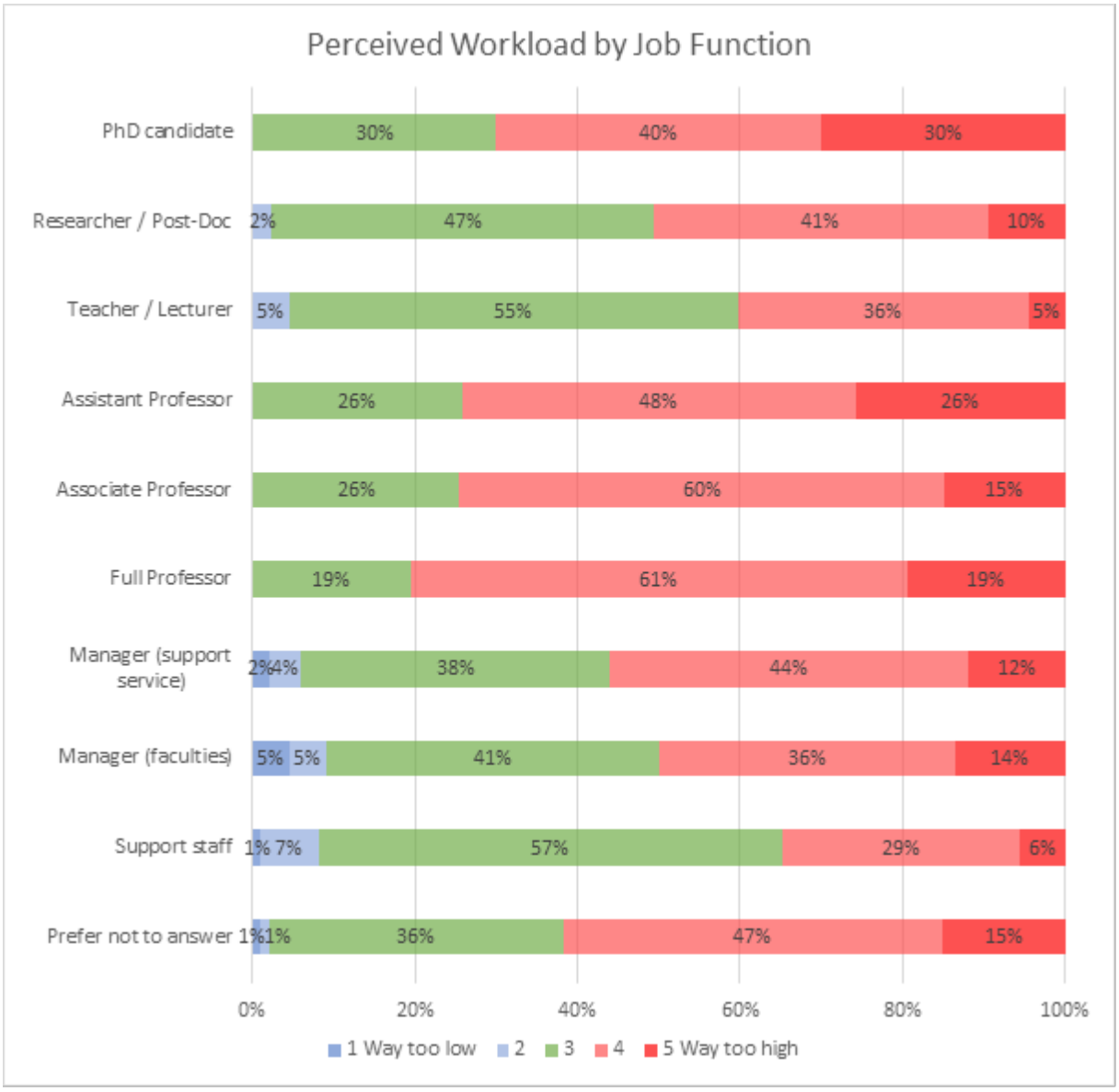

Figure 12. Perceived Workload by Job Function

Implications for HRM and Well-being policy practice

- Assistant professors report low levels of speaking-up behaviour, mental well-being, high levels of strain, and high role overload. These factors might relate to their lower levels of satisfaction with the UT as their employer. When addressing this issue, HR and line managers should be particularly sensitive to the individual-level concerns of assistant professors.
- The analyses indicate distinct perceptions of mental well-being, strain, and role overload between academic and non-academic staff. Academic staff generally report worse experiences compared to non-academic staff. Interventions aimed at addressing these individual factors should consider whether an employee belongs to the academic or non-academic staff.
- With a view to thriving, it could be valuable to "decipher" the success factors contributing to thriving among PhD candidates and post-docs and assess the potential applicability of these insights to other job functions.

4. TEST OF THE OVERALL CAUSAL MODEL

4.1 TEST OF THE OVERALL CAUSAL MODEL

Structural equation modelling (SEM) with maximum-likelihood estimation was used to evaluate the overall causal model. Generally, SEM is a statistical method used to understand relationships between different variables via estimating the strength and direction of their relationships. Practically, by means of goodness-of-fit statistics, it is evaluated how well the causal model fits the data. SEM was performed in SPSS AMOS with the following goodness-of-fit- statistics: $\chi 2/df$ (29; $\chi 2$ = 829, df: 30, $p<0,01$), CFI (0,83), RMSEA (0,12), and AIC (saturated model: 208, default model 1030, independent model: 5154). Based on their evaluation, acceptable fit can be concluded, given the model's complexity. The results of the analysis can be found in Figure 13.

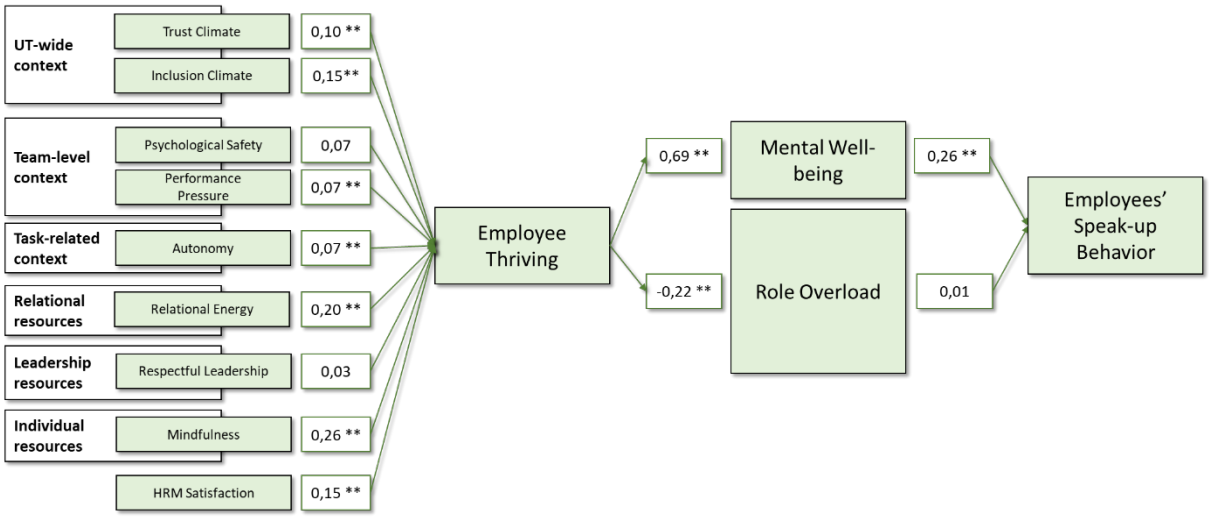

Figure 13. SEM test of the overall causal model of the UT well-being research project

The interpretation of Figure 13 adds to the strategic aim 2 "Understand" outlined in section 2.3 of this report and the following conclusions can be drawn from the overall interpretation of estimates. Two stars attached to an estimated value means that it is statistically significant at the 1% level. This means that chance and randomness can be very, very likely ruled out as an explanation of this relationship to occur (chance is lower than 1%). No stars attached means a non-significant estimation, hence that chance cannot be ruled out as an explanation of the relationship but very likely occurs as a fluke. As a result, the non-significant estimate values are not interpreted. The results of the causal model test are as follows:

- Employee thriving strongly predicts mental well-being (standardised regression weight β = 0,69**; β{0;1}) and has a negative influence on perceived role overload. This means, that the more UT employees experience vitality and learning at work, the greater their mental well-being and the less experiences of role overload occur.
- Similarly, mental well-being has a positive impact on employees' speak-up behaviour (β=0,26**), and role overload is unrelated to it. This means that the greater the balance between feelings of joy and happiness and experiencing a sense of fulfilment, the more employees courageously raise their voices, hence speaking up and making themselves vulnerable.
- Individual and relational resources at work matter most for employee thriving to occur. Employee mindfulness is saliently and positively related to employee thriving (β=0,26**). This means that the more employees are aware of and attentive to their present experiences, thoughts, and feelings in the workplace, the greater their vitality and learning experiences are, and eventually show greater mental well-being. Similarly, relational energy positively impacts employee thriving (β=0,26**), indicating that the higher the quality of interpersonal relationships at work is perceived, the greater their vitality and learning experiences become.
- Interestingly, the team and task-level context does not matter that strongly in direct comparison to the other factors considered. In contrast, the UT-level context, which is more distant from the immediate working experiences (compared to team and task level) shows considerable, positive regression weights (UT-level trust climate perceptions β=0,10**, UT-level inclusion climate perceptions (β=0,15**). This means that the more trust and human uniqueness are perceived to matter as an organising principle or work and UT community, the greater employees experience learning and vitality at work.

4.2 IMPLICATIONS FOR HRM AND WELL-BEING POLICY PRACTICE

The implications of Figure 13 add to the strategic aim 3 “Commit to improve” outlined in section 2.3 of this report as follows:

- **Fostering Employee Thriving and Mental Well-being** - HR policy should maintain an emphasis on employees' mental well-being and thriving experiences as a blueprint for designing their policy initiatives and concrete endeavours. HRM practices and policies should prioritise initiatives that promote employees’ vitality and learning experiences, serving also important touchstones of HRM effectiveness. Similarly, more local efforts inside teams and/or working groups should be made to reduce perceived role overload, such as a greater emphasis on workload and capacity management, task delegation, and promoting work-life balance can help mitigate role overload and support employee well-being.
- **Investing in Individual and Relational Resources** - HRM and well-being policy should invest in programs and initiatives that enhance individual resources such as mindfulness and relational energy. Committing to mindfulness training and support of trust-based teambuilding activities inside working teams can contribute to overall thriving and well-being. Especially, to foster positive relationships at work, the sincere confession to the Rewards and Recognition Movement (such as with a view to personal and/or career development) contributes to the creation of a positive work environment characterised by trust, inclusion, and support at both the interpersonal and UT-level levels.
- **Consideration of Contextual Factors** – While individual and relational resources are important for employee thriving and mental well-being, HRM and UT policy should consider broader contextual factors such as organisational climate and culture. Probably in light of the recent (macro-)economic and political developments within the survey period, “employer's responsibility to protect” could be brought more into focus, maybe via generating common sense-making narratives but also courageous and caring HRM initiatives for the good of employees and without immediate reservation of financing.

4.3 ADITIONAL POST HOC ANALYSES

The discovery of the greater significance of UT-level contextual factors compared to more immediate team and task-level factors has inspired additional post hoc analyses. This increased emphasis on the broader organisational context prompts a deeper examination of the underlying dynamics shaping the relationship between antecedents and thriving. Similarly, the post hoc analysis was tested using structural equation modelling (SEM) in AMOS and $\chi 2/df$ (34; $\chi 2$ = 1598, df: 47, $p<0,01$), CFI (0,7), RMSEA (0,13), and AIC (saturated model: 208, default model 1030, independent model: 5154) were evaluated to conclude, given the model's complexity, acceptable fit. The results of the post hoc analyses are depicted in Figure 14.

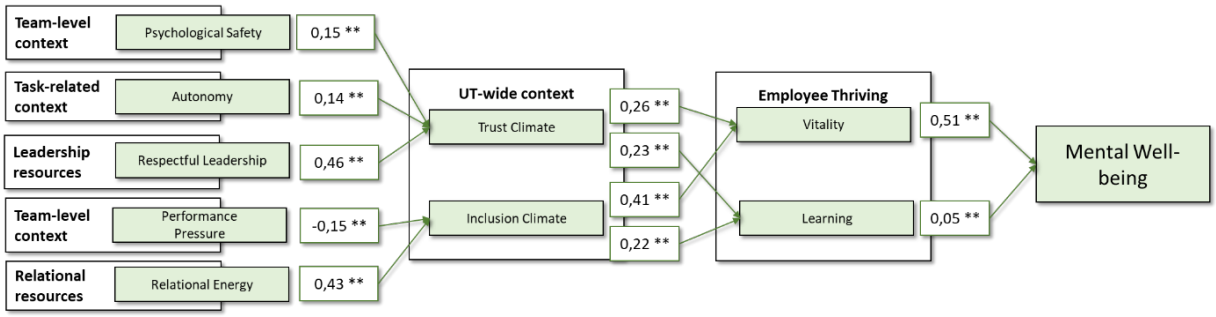

Figure 14. Post hoc analysis of the relationship between antecedents and thriving

The interpretation of estimates is similar to the above and add additional value to the strategic aim 2 "Understand" as outlined in section 2.3. Two stars attached to estimates indicate their statistical significance at the 1%-level, no stars, in turn, do not allow the exclusion of chance as a possible explanation, hence will not be interpreted. The results of the model test are as follows:

- Expanding on what can be learned from looking closely at the exploratory factor analysis, the factors related to the UT-level context aren't just seen as separate guiding principles for how work is organised and how the university community operates. They also have a clear effect on both aspects of thriving. Investigating the estimated effects, it is apparent that the UT-level context majorly impacts vitality experiences at work, indicating that the stronger such climate factors are perceived the more energetic, enthusiastic, and resilient employees become. This observation is particularly relevant for the impact of inclusion climate on vitality, i.e., the strong commitment to human belonging and human uniqueness (β=0,41**).
- Interestingly, employee vitality largely explains the overall positive impact of employee thriving on mental well-being (β=0,51**; as opposed to learning in direct comparison, β=0,05**).
- While respectful leadership has little direct effect on employees' thriving, it significantly influences perceptions of trust climate. This suggests that when employees perceive their leaders as mindful and appreciative of contextual nuances, it enhances trust perceptions as an organising principle within the workplace and the broader university community.
- Relational energy perceptions not only directly impact employees' thriving but also significantly contribute to perceptions of the inclusion climate (β=0,43**). This means that when employees perceive to benefit strongly from relationships with each other in a more "battery charging than emptying" way, it enhances feelings of belonging and the cherish of human uniqueness.

4.4 IMPLICATIONS FOR HRM AND WELL-BEING POLICY PRACTICE

The implications of Figure 14 add to the strategic aim 3 "Commit to improve" outlined in section 2.3 of this report as follows:

- **Focus on UT-Level Context Factors and Thriving** - UT policy making should acknowledge the significance of UT-level context factors as distinct drivers of both organisational culture and employee thriving. Herein, an emphasis on the importance of creating a positive and supportive climate, with a particular focus on the impact of inclusion climate on vitality, as a strong commitment to human belonging and uniqueness. Practical measures include the continued commitment to the well-being survey to regularly assess UT climate perceptions and leadership training on cultural ambassadorship and sense-giving strategies.
- **Employee Vitality and Mental Well-being** - HR policy should continue with a focus on employee vitality in promoting mental well-being within UT. Practically, HR practices should prioritise initiatives that enhance employee vitality, such as promoting work-life balance, providing opportunities for personal growth and development, and fostering a supportive work environment.
- **Respectful Leadership and Trust Climate** - Although respectful leadership may have minimal direct effects on employee thriving, it significantly influences perceptions of trust climate. Hence, HR policy should foster cultivating

respectful leadership behaviours, such as active listening strategies, empathy, and appreciation of diversity, to enhance trust perceptions among employees.

- **Relational Energy and Inclusion Climate** - Both UT and HR policy should reinforce efforts on cultivating relational energy in shaping both employee thriving and perceptions of the inclusion climate. More local initiatives should aim to foster positive relationships among employees, characterised by mutual support, respect, and collaboration, that contribute to greater feelings of belonging and appreciation of individuals' diversity on a broader UT-level.

5. TRUST AND ITS CORRELATES

In this section, a more in-depth investigation of the relationship of team-level context factors, relational resources, and their relationship with employees' speak-up behaviour as a desired behaviour of UT employees is provided, representing their active involvement and agentic behaviours for shaping the UT community.

5.1 DEEP-DIVE CAUSAL MODEL

So far, a perception emphasis is put on understanding thriving at work, however, the HR Policy Plan 2023-2025 as well as the demo on December 18th, 2023, was an invitation to adopt a behavioural follow-up investigation on thriving-related behaviours. Recall that one of the causal model's core assumptions is that thriving perceptions further stimulate behaviours that contribute to well-being as they generate supplementary resources that amplify the state of thriving even further. Hence, this is why now the focus is on employees' speak up behaviour to understand how these thriving perceptions translate into on-the-job behaviour for the good of one's work and the UT community as a whole. This adds another, relevant nuance to the achievement of the strategic aim 2 "Understand" as outlined in section 2.3.

In this follow-up investigation, it was opted for interpersonal and team-level antecedents as they appear most proximate in employees' working experiences and play a critical role in shaping employees' experiences and influencing their ability to thrive at work. Additionally, the embedding UT climates, which display salient organising principles of how employees interact and relate, set a relevant context within which teams operate (see section 4). Understanding how these factors interact at the team level provides valuable insights into the mechanisms that foster or hinder desired, thriving-amplifying behaviours.

Practically, we focus on the following team-level context variables: psychological safety perceptions and performance pressure. Additionally, we include relational energy, also because it appeared as a salient predictor of vitality and learning. The deep-dive causal model is depicted in Figure 15, and results have been estimated via a stepwise OLS regression analysis.

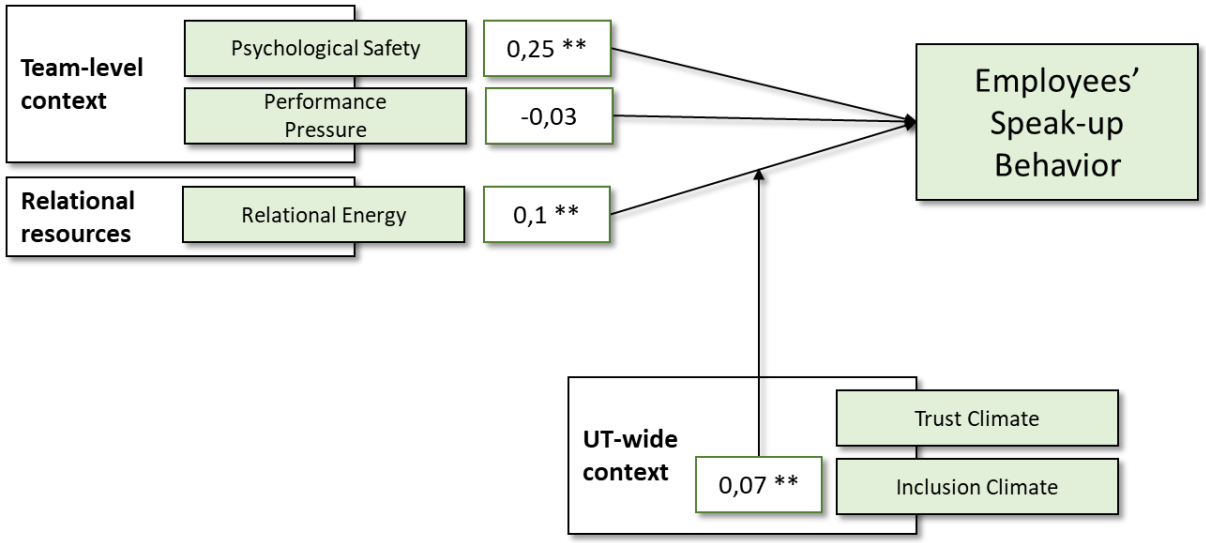

Figure 15. Deep-dive causal model on the relationship between employees' speak-up behaviour and team level antecedents.

The interpretation of estimates is, again, similar to the one above. Two stars attached to estimates indicate their statistical significance at the 1%-level, no stars, in turn, do not allow the exclusion of chance as a possible explanation, hence will not be interpreted. The results of the model test are as follows:

- The strongest predictor for employees' speak-up behaviour in the model is the team-level context, in the gestalt of the psychological safety climate in teams (β=0,25**). This means that when employees feel psychologically safe in their team environment, i.e., when they feel comfortable expressing their ideas, concerns, or feedback without fear of negative consequences, they are more likely to speak up, hence bring up innovative ideas, advocate for change, provide constructive feedback, or stand up for others' interests, even in the face of potential risks or discomfort.
- Similarly, relational energy exerts a noteworthy impact on employees' speak-up behaviour (β=0,1**). Probably not very surprising, a positive and significant interaction is found between relational energy and perceptions of UT-wide inclusion climate to explain employees' speak-up behaviour. This means that, if employees' perceive the UT to value belongingness and appreciate individuals' uniqueness as an important and shared value, the positive impact of relational energy on employees' speaking-up behaviour is even stronger. Hence, a saliently experienced inclusion climate serves as a "booster" of this positive relationship. Figure 16 visualizes this boosting effect.

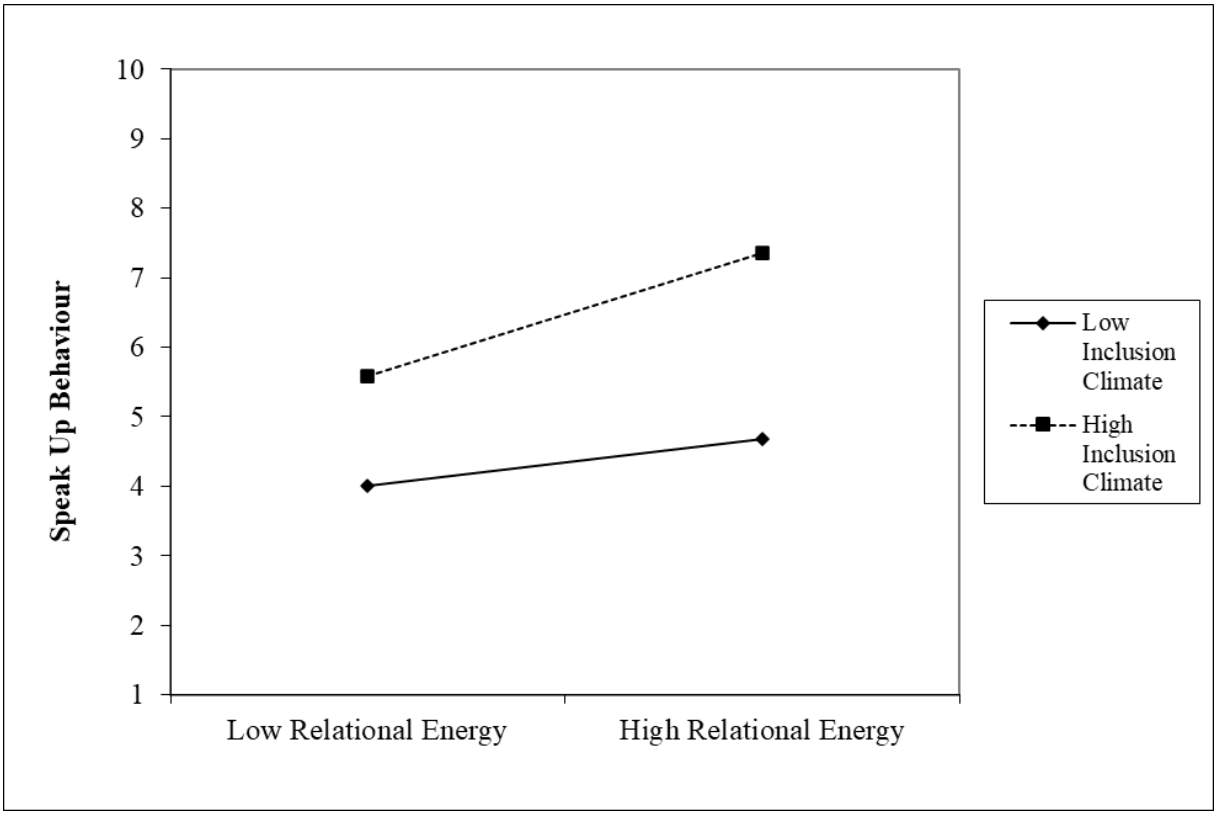

Figure 16. Display of the interaction between relational energy and inclusion climate for the explanation of employees' speak-up behaviour

5.2 IMPLICATIONS FOR HRM AND WELL-BEING POLICY PRACTICE

The implications of Figures 15 and 16 add to the strategic aim 3 "Commit to improve" outlined in section 2.3 of this report as follows:

- In response to the observed predictors of employees' willingness to speak up, more local HR initiatives should prioritise fostering psychological safety within teams by implementing training programs and communication channels that encourage open dialogue without fear of repercussions. These initiatives can vary from trust-building exercises to the establishment of team-level agreements that formalise expectations, and hence promote a culture of trust, respect, and support among team members.
- Additionally, initiatives to improve relational energy and foster a vivid inclusion climate have been covered sufficiently already. Here, we simply point out that being sensitive to the interaction might help prioritise action and initiative. For instance, decision-makers could consider how relational energy-stimulating activities like team-building and mentorship programs, can be combined with efforts to foster a sense of belonging and appreciation for individuals' uniqueness.

6. QUALITATIVE INSIGHTS ON EMPLOYEE'S WELL-BEING

At the survey's end, respondents were invited to offer written feedback on well-being. This allowed them to highlight any topics they felt were overlooked or not addressed at all. A total of 669 qualitative comments on TOPs and 616 on TIPs were received, resulting in a comment rate of 39% for TOPs and 36% for TIPs. Firstly, all entries were translated into English. Next, two analysts independently reviewed the entries, generating a tentative summary of broad themes. These lists were then merged and discursively validated to ensure clarity and distinction. In a third step, the findings were validated by persons of the well-being research team, who have not been involved in step 2. Both the TOPs and TIPs were processed in that order. Figures 17 and 18 illustrate the main findings.

6.1 MAIN FINDINGS TOPS

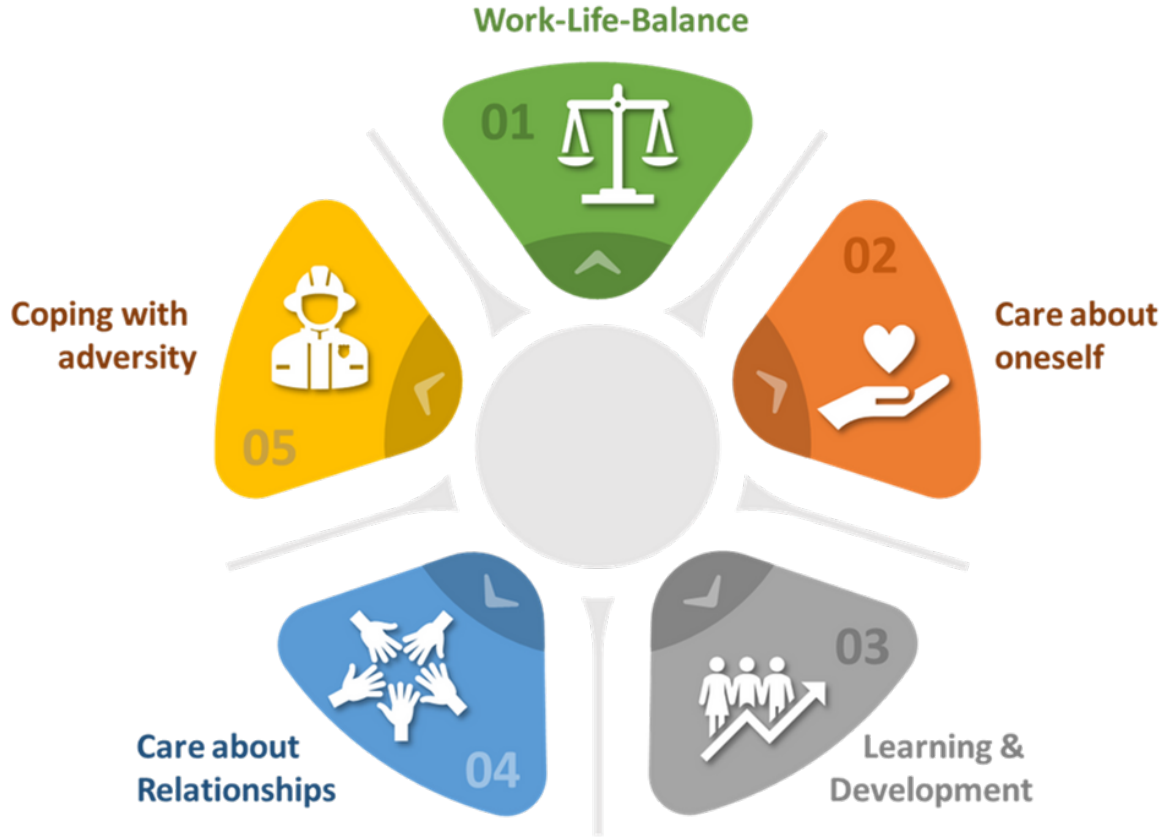

Figure 17. Five broad themes on what employees already do to improve their well-being at the University of Twente[2]

1. **Work-Life-Balance**: This theme appears to be one of the most salient and frequently mentioned aspects across the responses. Many individuals prioritise strategies and practices aimed at achieving a healthy balance between their professional responsibilities and personal lives. This includes activities like taking breaks, saying no when felt necessary, managing workloads, and utilising flexible working arrangements like remote work.
2. **Care about oneself**: Strategies related to self-care and setting boundaries are also prominently featured in the responses. Individuals emphasise the importance of prioritising their mental and physical health, which often involves practices such as rest, relaxation, regular exercise, walking, cycling to work, and participating in wellness activities such as sports or fitness classes.
3. **Learning & Development**: While not as universally emphasised as work-life balance and care about oneself, learning and development remains a significant theme in the responses. Many respondents prioritise opportunities for growth and advancement in their careers through training, courses, workshops, and skill-building activities.
4. **Care about relationships**: The theme of care about relationships also emerges as a prominently mentioned aspect of well-being at UT. Many respondents stress the importance of open communication, seeking support from colleagues and supervisors, and fostering positive relationships.
5. **Coping with adversity**: Strategies for coping with adversity are frequently mentioned throughout the responses, albeit with varying degrees of emphasis. Individuals employ a range of techniques, such as seeking therapy, setting

[2] Design for the TOPs and TIPs "wheels" are downloaded from PresentationGO.com

realistic expectations, prioritising tasks, and seeking support from supervisors or HR. This theme reflects the recognition of coping with adversity as a matter of working and the importance of implementing coping mechanisms self-responsibly to address it effectively.

6.2 MAIN FINDINGS TIPS

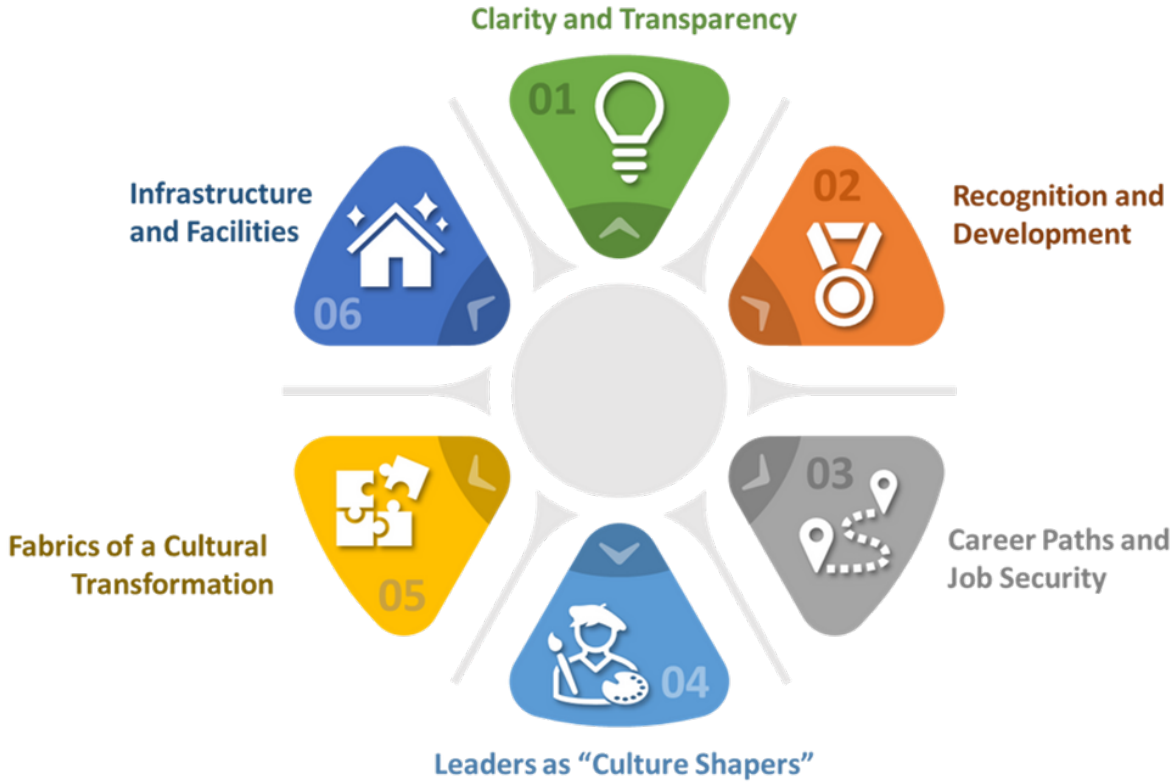

Figure 18. Six broad themes on what employees would like to change in the current situation to improve their well-being at the University of Twente.[3]

1. **Clarity and Transparency**: This theme revolves around the demand for clearer communication, transparency in decision-making, and inclusivity in organisational changes. It primarily focuses on communication between management and direct supervisors, covering various aspects such as university policy making, job security, and organisational changes.
2. **Recognition and Development**: Within this theme, comments address the need for more tailored support and recognition in the workplace. It highlights the importance of professional development support, fair(er) recognition of contributions, and assistance from HR and technical support teams on operational issues.
3. **Career Paths and Job Security**: This category emphasises respondents' concerns regarding career advancement opportunities, job security, and fairness in hiring and promotion processes. The comments highlight a need for clarity on opportunities for advancement, contract terms, and UT's financial situation.
4. **Leaders as "Culture Shapers"**: Comments in this theme emphasise the importance of effective leadership in shaping a positive working culture. They highlight the role of leaders in nurturing trust relationships, accountability, and employee satisfaction. Additionally, comments refer to a need for leadership training to mitigate and counteract power asymmetries and occasional reports on misconduct.
5. **Fabrics of a Cultural Transformation**: This theme focuses on the desire for the organisation to adopt a more inclusive and supportive culture. While not as frequently mentioned as other themes, it reflects a salient desire for organisational change and improvement. Tips within this theme often address non-inclusive leadership behaviours, clear and comprehensive decision-making processes, and concrete actions toward a sustainable future.
6. **Infrastructure and Facilities**: While important for physical comfort and productivity, this theme may not be as salient or frequently mentioned as others. However, it represents a tangible aspect of the work environment that can impact employee well-being and satisfaction. This theme includes calls for improvements in the physical work environment, such as soundproofing, accessibility, ergonomic furniture, and better technical support.

[3] Design for the TOPs and TIPs "wheels" are downloaded from PresentationGO.com

7. CONCLUDING REMARKS

The University of Twente is highly committed to understanding and enhancing employee well-being, recognising it as crucial amidst unprecedented challenges. The latest UT 2023 Well-being research report delves into employee well-being as a holistic state, encompassing physical, mental, and emotional health at work, influenced by broader organisational and societal factors. With a focus on employee thriving as a desirable state, defined by personal advancement and momentum characterised by learning and vitality, the report sheds light on strategic aims outlined in the HR Policy Plan 2023-2025.

In a final effort, a summary is provided with the main insights of this report with the help of the strategic aims outlined in section 2.3.

Describe: This report offers a comprehensive assessment of employee well-being and thriving, reflecting UT's humanist perspective on work and its commitment to fostering a dynamic and open workplace community. Sections 3 and 6 provide nuanced insights into the current landscape, urging reflection and evaluation of management attention and action.

Understand: Through a detailed exploration of impact pathways, the report identifies individual and relational resources, such as mindfulness and relational energy, as crucial drivers of employee thriving. It underscores the importance of UT-wide trust and inclusion climates, guiding management action to prioritise these aspects outlined in sections 4, 5, and 6.

Commit to Improve: With a learning-oriented approach, the report encourages ongoing progress tracking and the development of tailored solutions. It highlights the role of leadership in shaping organisational culture and emphasises the need to reduce work pressure and foster relational energy to strengthen the UT-wide inclusion climate.

In sum, the findings of this report shall empower decision-makers at various levels to create a conducive workplace where employees thrive, contributing not only to productivity but also to the overall success of the UT community. Each organisational unit is encouraged to utilise the insights to assess internal dynamics and tailor approaches, fostering continuous progress and ultimately contribute to the well-being of all UT employees.

8. OVERVIEW POLICY IMPLICATIONS

In this section, an overview is provided of all policy implications that can be found in the report. The corresponding chapters are added if additional information is desired.

Level	Policy Implication	Chapter
UT-level variables[4]	Based on the analysis of UT-level variables by organisational unit, employees from GA & HR seem to be most satisfied with UT as their employer whereas BMS employees express lowest satisfaction with UT. In enhancing employee satisfaction with the University of Twente as their employer, UT and HR policy might leverage successful practices observed in GA and HR.	3.1.1.
	Employees from ET, EEMCS, GA & CES report above-average experiences with the trust and inclusion climate at UT. Similarly, it might be worthwhile to form "communities of learning practice" where best practices can be shared as learning examples.	3.1.1.
	HRM satisfaction varies significantly among different job functions. For instance, assistant professors express lower satisfaction levels compared to researchers/post-docs. HR should investigate the reasons behind these differences in perception and maybe consider a wider range of organisational/societal circumstances.	3.2.1.
	Assistant professors exhibit very low levels of satisfaction with the UT as their employer and report a low feeling of trust as a prevailing norm, particularly when compared to other job functions. UT-wide policies should address specific concerns of assistant professors to improve their satisfaction and trust levels.	3.2.1.
	PhD candidates and researchers/post-docs perceive their working environment as more trusting and inclusive compared to other job functions. Their experiences can serve as positive examples for designing UT-wide and HR policies aimed at enhancing trust and inclusion across the organisation.	3.2.1.
Interpersonal/ Team-level variables[5]	Performance pressure is generally rated consistently across organisational units, except notably by SP. At SP, performance pressure is notably higher, warranting focused interventions and managerial attention to address this issue effectively.	3.1.2.
	Leadership is consistently perceived as being respectful at UT. Hereby, the units CES and HR can serve as especially positive examples. Here it might be also worthwhile to pursue "communities of learning practice", where sharing insights might also benefit the nurture of positive relationships amongst colleagues.	3.1.2.
	Assistant professors exhibit significantly low levels of psychological safety and relational energy, which may contribute to their overall low satisfaction with the UT as their employer. Interventions aimed at increasing their satisfaction should focus on the team level and emphasise prevailing norms as well as relationship quality.	3.2.2.
	Managers leading support services and faculties report high levels of relational energy and respectful leadership, suggesting that experiences with colleagues and direct leaders at higher levels of the UT hierarchy are perceived as more positive. HR policies should examine differences between higher and lower levels of the organisational hierarchy at UT, also as an offer for continuous learning.	3.2.2.
	Full professors are the sole group indicating lower levels of respectful leadership, suggesting a potential area for improvement in leadership dynamics. UT-wide policies, drawing insights from positive examples like leadership among researchers/post-docs or other managers, could help address this concern.	3.2.2.

[4] HRM Satisfaction, UT Score – Satisfaction, UT Score – Trust, Net Promoter Score, Trust Climate, Inclusion Climate

[5] Psychological Safety, Performance Pressure, Relational Energy, Respectful Leadership

Individual-level variables[6]	Higher levels of employee mindfulness are consistently experienced across most organisational units, with CES employees standing out as a positive example. HRM should engage in dialogue with CES to glean insights into best practices when developing mindfulness initiatives for the upcoming well-being weeks.	3.1.3.
	BMS employees report lower willingness to speak up, lower mental well-being, and higher role overload. HR initiatives might follow up on these findings to better understand the root causes at the faculty level. This might be beneficial in evaluating the benefit of confidence trainings, workshops or a considerate review of workload distribution.	3.1.3.
	Similarly, CES and HR might want to share their well-being best practices in a more structured fashion as an offer to benefit the faculties.	3.1.3.
	Assistant professors report low levels of speaking-up behaviour, mental well-being, high levels of strain, and high role overload. These factors might relate to their lower levels of satisfaction with the UT as their employer. When addressing this issue, HR and line managers should be particularly sensitive to the individual-level concerns of assistant professors.	3.2.3.
	The analyses indicate distinct perceptions of mental well-being, strain, and role overload between academic and non-academic staff. Academic staff generally report worse experiences compared to non-academic staff. Interventions aimed at addressing these individual factors should consider whether an employee belongs to the academic or non-academic staff.	3.2.3.
	With a view to thriving, it could be valuable to "decipher" the success factors contributing to thriving among PhD candidates and post-docs and assess the potential applicability of these insights to other job functions.	3.2.3.
Overall Causal Model[7]	**Fostering Employee Thriving and Mental Well-being** - HR policy should maintain an emphasis on employees' mental well-being and thriving experiences as a blueprint for designing their policy initiatives and concrete endeavours. HRM practices and policies should prioritise initiatives that promote employees' vitality and learning experiences, serving also important touchstones of HRM effectiveness. Similarly, more local efforts inside teams and/or working groups should be made to reduce perceived role overload, such as a greater emphasis on workload and capacity management, task delegation, and promoting work-life balance can help mitigate role overload and support employee well-being.	4.2.
	Investing in Individual and Relational Resources - HRM and well-being policy should invest in programs and initiatives that enhance individual resources such as mindfulness and relational energy. Committing to mindfulness training and support of trust-based teambuilding activities inside working teams can contribute to overall thriving and well-being. Especially, to foster positive relationships at work, the sincere confession to the Rewards and Recognition Movement (such as with a view to personal and/or career development) contributes to the creation of a positive work environment characterised by trust, inclusion, and support at both the interpersonal and UT-level levels.	4.2.
	Consideration of Contextual Factors – While individual and relational resources are important for employee thriving and mental well-being, HRM and UT policy should consider broader contextual factors such as organisational climate and culture. Probably in light of the recent (macro-)economic and political developments within the survey period, "employer's responsibility to protect" could be brought more into focus, maybe via generating common sense-making narratives but also courageous and caring HRM initiatives for the good of employees and without immediate reservation of financing.	4.2.
	Focus on UT-Level Context Factors and Thriving - UT policy making should acknowledge the significance of UT-level context factors as distinct drivers of both organisational culture and employee thriving. Herein, an emphasis on the importance of creating a positive and supportive climate, with a particular focus on the impact of inclusion climate on vitality, as a strong commitment to human belonging and uniqueness. Practical measures include the continued commitment to the well-being survey to regularly assess UT climate perceptions and leadership training on cultural ambassadorship and sense-giving strategies.	4.4.

[6] Mindfulness, Autonomy, Thriving, Speak-up Behaviour, Mental Well-being, Strain, Role Overload, Workload, Overtime

[7] Figure 13 and Figure 14

	Employee Vitality and Mental Well-being - HR policy should continue with a focus on employee vitality in promoting mental well-being within UT. Practically, HR practices should prioritise initiatives that enhance employee vitality, such as promoting work-life balance, providing opportunities for personal growth and development, and fostering a supportive work environment.	4.4.
	Respectful Leadership and Trust Climate - Although respectful leadership may have minimal direct effects on employee thriving, it significantly influences perceptions of trust climate. Hence, HR policy should foster cultivating respectful leadership behaviours, such as active listening strategies, empathy, and appreciation of diversity, to enhance trust perceptions among employees.	4.4.
	Relational Energy and Inclusion Climate - Both UT and HR policy should reinforce efforts on cultivating relational energy in shaping both employee thriving and perceptions of the inclusion climate. More local initiatives should aim to foster positive relationships among employees, characterised by mutual support, respect, and collaboration, that contribute to greater feelings of belonging and appreciation of individuals' diversity on a broader UT-level.	4.4.
Trust and its Correlates[8]	In response to the observed predictors of employees' willingness to speak up, more local HR initiatives should prioritise fostering psychological safety within teams by implementing training programs and communication channels that encourage open dialogue without fear of repercussions. These initiatives can vary from trust-building exercises to the establishment of team-level agreements that formalise expectations, and hence promote a culture of trust, respect, and support among team members.	5.2.
	Additionally, initiatives to improve relational energy and foster a vivid inclusion climate have been covered sufficiently already. Here, we simply point out that being sensitive to the interaction might help prioritise action and initiative. For instance, decision-makers could consider how relational energy-stimulating activities like team-building and mentorship programs, can be combined with efforts to foster a sense of belonging and appreciation for individuals' uniqueness.	5.2.

[8] Figure 15 & Figure 16

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10. APPENDIX

10.1 OPERATIONALISATION OF THE CAUSAL MODEL

Well-being Research Model	Original Scale
Centre of Attention	
Thriving	Porath, C., Spreitzer, G., Gibson, C., & Garnett, F. G. (2012). Thriving at work: Toward its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior*, *33*(2), 250-275.
Antecedents of Thriving	
Trust Climate	Huff, L., & Kelley, L. (2003). Levels of organizational trust in individualist versus collectivist societies: A seven-nation study. *Organization Science, 14*(1), 81-90.
Inclusion Climate	Jansen, W. S., Otten, S., van der Zee, K. I., & Jans, L. (2014). Inclusion: Conceptualization and measurement. *European Journal of Social Psychology, 44*(4), 370-385.
Psychological Safety	Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, *44*(2), 350-383.
Performance Pressure	Mitchell, M. S., Greenbaum, R. L., Vogel, R. M., Mawritz, M. B., & Keating, D. J. (2019). Can you handle the pressure? The effect of performance pressure on stress appraisals, self-regulation, and behavior. *Academy of Management Journal*, *62*(2), 531-552.
Autonomy	Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal, 38*(5), 1442-1465.
Relational Energy	Owens, B. P., Baker, W. E., Sumpter, D. M., & Cameron, K. S. (2016). Relational energy at work: Implications for job engagement and job performance. *Journal of Applied Psychology*, *101*(1), 35.
Respectful Leadership	Van Quaquebeke, N., & Eckloff, T. (2010). Defining respectful leadership: What it is, how it can be measured, and another glimpse at what it is related to. *Journal of Business Ethics*, *91*, 343-358.
Employee Mindfulness	Brown, R. P., & Pinel, E. C. (2003). Stigma on my mind: Individual differences in the experience of stereotype threat. *Journal of Experimental Social Psychology*, *39*(6), 626-633.
Outcomes of Thriving	
Mental Well-being	Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., ... & Stewart-Brown, S. (2007). The Warwick-Edinburgh mental well-being scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*, *5*(1), 1-13.
Strain	Mohr, G., Müller, A., Rigotti, T., Aycan, Z., & Tschan, F. (2006). The assessment of psychological strain in work contexts. *European Journal of Psychological Assessment*, *22*(3), 198-206.
Speak-up behaviour	Howard, M. C., Farr, J. L., Grandey, A. A., & Gutworth, M. B. (2017). The creation of the workplace social courage scale (WSCS): An investigation of internal consistency, psychometric properties, validity, and utility. *Journal of Business and Psychology*, *32*, 673-690.

10.2 TABLES EXPLORATIVE FACTOR ANALYSES

Table 1. Varimax-rotated Component Matrix for Individual-level Items

	Component								
	1	2	3	4	5	6	7	8	9
Employee_mindfulness_1					.632				
Employee_mindfulness_2					.742				
Employee_mindfulness_3					.789				
Employee_mindfulness_4									
Employee_mindfulness_5					.816				
Autonomy_1						.884			
Autonomy_2						.896			
Autonomy_3						.860			
Thriving_1			.868						
Thriving_2			.869						
Thriving_3			.809						
Thriving_4			.712						
Thriving_5				.737					
Thriving_6				.756					
Thriving_7				.701					
Thriving_8				.615					
Speak_up_1_1									.768
Speak_up_1_2									.795
Speak_up_1_3									
Speak_up_1_4									
Speak_up_2_1							.734		
Speak_up_2_2							.713		
Speak_up_2_3							.566		
Speak_up_2_4							.688		
Speak_up_3_1								.695	
Speak_up_3_2								.762	
Speak_up_3_3								.648	
Mental_well_being_1	.517								
Mental_well_being_2	.692								
Mental_well_being_3	.590								
Mental_well_being_4	.703								
Mental_well_being_5	.761								
Mental_well_being_6	.712								
Mental_well_being_7	.739								
Strain_1		.644							
Strain_2		.796							
Strain_3		.730							
Role_overload__1__1		.773							
Role_overload__3__1		.774							

Table 2. Varimax-rotated Component Matrix for Interpersonal-/ Team Level Items

	Component			
	1	2	3	4
Psychological_safety_1			.637	
Psychological_safety_2			.637	
Psychological_safety_3			.644	
Psychological_safety_4			.703	
Psychological_safety_5				
Psychological_safety_6			.591	
Psychological_safety_7			.550	
Performance_pressure_1				.839
Performance_pressure_2				.834
Performance_pressure_3				.627
Performance_pressure_4				.733
Relational_energy_1		.771		
Relational_energy_2		.845		
Relational_energy_3		.847		
Relational_energy_4		.765		
Relational_energy_5		.834		
Respectful_Leadership_1	.650			
Respectful_Leadership_2	.665			
Respectful_Leadership_3	.788			
Respectful_Leadership_4	.762			
Respectful_Leadership_5	.851			
Respectful_Leadership_6	.775			
Respectful_Leadership_7	.817			
Respectful_Leadership_8	.826			
Respectful_Leadership_9	.830			
Respectful_Leadership_10	.852			
Respectful_Leadership_11	.847			
Respectful_Leadership_12	.842			

Table 3. Varimax-rotated Component Matrix for Items on the UT-level

	Component		
	1	2	3
Trust_climate_1			.747
Trust_climate_2			.810
Trust_climate_3			.779
Trust_climate_4			.788
Inclusion_Climate_1		.809	
Inclusion_Climate_2		.816	
Inclusion_Climate_3		.847	
Inclusion_Climate_4		.851	
HRM_satisfaction_1			
HRM_satisfaction_2	.588		
HRM_satisfaction_3	.544		
HRM_satisfaction_4	.675		
HRM_satisfaction_5	.649		
HRM_satisfaction_6	.805		
HRM_satisfaction_7	.789		
HRM_satisfaction_8	.684		
HRM_satisfaction_9	.517		
HRM_satisfaction_10	.758		
UT-Score Satisfaction			.581
UT-Score Trust			.527

10.3 QUESTIONNAIRE

First instruction Please select your language of preference and confirm that you are not a robot.

Selecteer je voorkeurstaal in de rechterbovenhoek en bevestig dat je geen robot bent.

reCAPTCHA .

Introduction text

YOUR WELL-BEING MATTERS!

Your physical and mental well-being are important to us. Especially in these challenging times, your well-being is a key priority. Just like every year, we would like to know how you are doing and how you experience well-being support at UT. How do you feel while you are at work, what is going well, and what could be improved? Your answers to the questions in this survey are input for the yearly well-being reports. These reports guide us in developing new well-being initiatives and optimising the current well-being programme.

The survey consists of 4 different parts in which we are interested in your open and honest opinion.
Filling in this survey will take approximately 15 minutes and you can do this until 4 December 2023.

While completing the survey, you might feel that some formulations sound harsh. However, we aim at a very concise and scientifically validated way of measuring your overall well-being experience. Hence, we ask you to empathize with those statements as best as you can.

Contact

If you have any questions or comments on the survey please do not hesitate to reach out to wellbeing-hr@utwente.nl. Thank you for your time and for filling in the survey!

Data integrity

Your participation in the Well-being Survey is completely voluntary, and you can withdraw your participation at any time. The data is used exclusively for the purpose of our indicated UT well-being research and reported only on an aggregate level. In no case, outcomes can be traced back to you as an individual. The data is not passed on to uninvolved third parties and scientific replication is only possible with fully anonymized data and with a specific NDA agreement supported by our legal affairs colleagues. In addition, the data is stored securely on the servers of the University of Twente (located in the Netherlands) password-protected and SSL-encrypted (see also Fair Data Principles regulation).

Consent By selecting "I consent", you are agreeing to the above stated terms of data integrity. After that, the first part of the survey will start.

Do you consent to these terms?

o I consent. (1)
o I do not consent. (2)

Part 1: Organisational level

The following questions are about the University of Twente as a whole including its working principles and prevailing norms. We are interested in your open and honest opinion on the following statements.
(Please express your opinion using the present scale, 1 = Do not agree at all, 5= Completely agree; with the values in between you can further nuance your opinion)

To what extent do you agree with the following statements?

At UT, I experience...

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
… a very high level of trust throughout. (1)	○	○	○	○	○
... that employees genereally have a lot of trust in their direct managers/supervisors. (5)	○	○	○	○	○
… when someone makes a promise, others will almost always trust this person to do their best to keep the promise. (6)	○	○	○	○	○
… that managers/supervisors trust their employees to make good decisions. (7)	○	○	○	○	○

At work, …

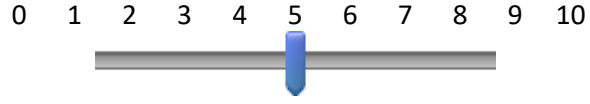
	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
… the UT allows me to be authentic. (5)	○	○	○	○	○
… the UT allows me to present myself the way I am. (8)	○	○	○	○	○
... the UT encourages me to express my authentic self. (9)	○	○	○	○	○
… the UT encourages me to present myself the way I am. (10)	○	○	○	○	○

At UT, I would…

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
... address issues that I think are going wrong, even if it ruined my reputation. (41)	○	○	○	○	○
... suggest better ways to do things, even if somebody became offended. (42)	○	○	○	○	○
… still ask it if I didn't understand something at work, even if I thought this question was dumb. (43)	○	○	○	○	○
… lead a project with a chance of failure, even if somebody could think less of me. (44)	○	○	○	○	○
… not tolerate somebody being rude, even if I made that person upset. (45)	○	○	○	○	○
… tell anybody when they are doing something against company policy, even if that person disliked me. (46)	○	○	○	○	○
… let anybody know when I am concerned about something, even if they thought I am too negative. (47)	○	○	○	○	○
… confront anybody who has been disrupting their workgroup, even if it damaged our relationship. (48)	○	○	○	○	○
… tell anybody when I have made a mistake, even if it made me look incompetent. (49)	○	○	○	○	○
… volunteer to give a presentation at work, even if I appeared dumb in front of an audience. (50)	○	○	○	○	○
… give anybody an honest performance appraisal, even if it ruined our friendship. (51)	○	○	○	○	○

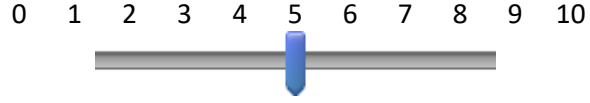
To what extent are you satisfied with the UT as your employer?
(Please express your opinion using the slider, 1 = Not satisfied at all, 10= Completely satisfied; with the values in between you can further nuance your opinion)

Overall, how satisfied are you with the UT as your employer?



To what extent do you trust the UT as your employer?
(Please express your opinion using the slider, 1 = To a very low degree, 10= To a very high degree; with the values in between you can further nuance your opinion)

Overall, to what extent do you trust the UT as your employer?



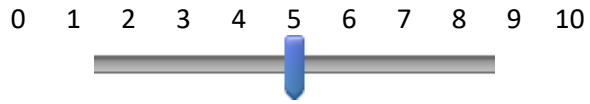
The following questions relate to what the University of Twente offers you.
(Please express your opinion using the current scale, 1 = Not satisfied at all, 5 = Completely satisfied; with the values in between you can further nuance your opinion and by choosing "Not applicable" you can indicate that you do not have experience with the below stated offers by the UT)

How satisfied are you with …

	Not satisfied at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely satisfied 5 (5)	Not applicable (99)
... Development opportunities? (1)	○	○	○	○	○	○
...Family-friendly practices? (4)	○	○	○	○	○	○
... Rewards and recognition for performance? (5)	○	○	○	○	○	○
... Support during and after illness? (6)	○	○	○	○	○	○
... Support for new employees? (7)	○	○	○	○	○	○
... HR information (e.g. pay, working hours, leave, training opportunities, etc.) within UT? (8)	○	○	○	○	○	○
... Support when you have a problem related to HR issues (e.g. pay, working hours, leave, training, contracts, etc.)? (9)	○	○	○	○	○	○
... Support to enhance your well-being at UT? (10)	○	○	○	○	○	○
... The dialogue with you about realistic workloads at UT? (11)	○	○	○	○	○	○
... Approachability of HR contact persons at UT? (12)	○	○	○	○	○	○

How likely is it that you would recommend UT as an employer to a friend?
(Please express your opinion using the slider, 1 = very unlikely, 10= very likely; with the values in between you can further nuance your opinion)

How likely is it that you would recommend UT as an employer to a friend?



Part 2: team-level

The following questions are about your experiences with your immediate team, where you spend most of your time working. We are interested in your open and honest opinion.
(Please express your opinion using the present scale, 1 = Very inaccurate, 5= Very accurate; with the values in between you can further nuance your opinion)

How accurately do the following statements describe your experience with the norms shared in your team?

	Very inaccurate 1 (1)	2 (2)	3 (3)	4 (4)	Very accurate 5 (5)
If I make a mistake in my team, it is often held against me. (10)	○	○	○	○	○
Members of my team can bring up problems and tough issues without fearing repercussions. (11)	○	○	○	○	○
People on my team sometimes reject others for being different. (12)	○	○	○	○	○
It is safe to take a risk on my team. (13)	○	○	○	○	○
It is difficult to ask other members of my team for help. (14)	○	○	○	○	○
No one in my team would deliberately act in a way that undermines my efforts. (15)	○	○	○	○	○
Working with members of my team, my unique skills and talents are valued and utilised. (16)	○	○	○	○	○

To what extent do you agree with the following statements about perfomance principles in your team?
(Please express your opinion using the present scale, 1 = Do not agree at all, 5= Completely agree; with the values in between you can further nuance your opinion)

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
In my team, the pressure for performance is high. (10)	○	○	○	○	○
In my team, I feel tremendous pressure to produce results. (11)	○	○	○	○	○
In my team, If I do not produce high-level results, my job will be at risk. (12)	○	○	○	○	○
I would characterise the environment in my team as results-driven. (13)	○	○	○	○	○

To what extent do you agree with the following statements about working with your colleagues?

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
I feel empowered when I interact with my colleagues. (14)	○	○	○	○	○
After interacting with my colleagues, I feel more energy to do my work. (19)	○	○	○	○	○
I feel increased vitality when I interact with my colleagues. (20)	○	○	○	○	○
I would go to my colleagues when I need to be cheered up. (21)	○	○	○	○	○
After exchanging with my colleagues I feel more perseverance to do my work. (22)	○	○	○	○	○

To conclude the second part of this survey, we would like to learn more about your relationship with your direct manager/supervisor.
(Please express your opinion using the present scale, 1 = Do not agree at all, 5= Completely agree; with the values in between you can further nuance your opinion)

To what extent do you agree with the following statements?

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
… trusts my ability to self-reliantly perform well. (23)	○	○	○	○	○
… does not try to hold me responsible for their own mistakes. (28)	○	○	○	○	○
… unequivocally stands up for me and my work against third parties. (29)	○	○	○	○	○
… provides me with any information that is relevant to me. (31)	○	○	○	○	○
… interacts with me in an open and honest way. (33)	○	○	○	○	○
… expresses criticism in an objective and constructive way. (24)	○	○	○	○	○
… recognises me as a full-fledged counterpart. (25)	○	○	○	○	○

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
… recognises my work. (26)	○	○	○	○	○
… shows a genuine interest in my opinion. (27)	○	○	○	○	○
… treats me with respect. (30)	○	○	○	○	○
… takes me and my work seriously. (32)	○	○	○	○	○
… treats me fairly. (34)	○	○	○	○	○

Part 3: Individual-level

The next part of the survey is about you, as an UT employee. In this part, we are interested in how you feel at work, and what your daily experience at work looks like.
(Please express your opinion using the present scale, 1 = Do not agree at all, 5= Completely agree; with the values in between you can further nuance your opinion)

To what extent do you agree with the following statements?

While working…

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
... I find it difficult to stay focused on what is happening in the present. (35)	○	○	○	○	○
... I rush through activities without being really attentive to them. (36)	○	○	○	○	○
... I do jobs or tasks automatically, without being aware of what I am doing. (37)	○	○	○	○	○
... I find myself preoccupied with the future or the past. (38)	○	○	○	○	○
... I find myself doing things without paying attention. (39)	○	○	○	○	○

To what extend to you agree with the following statements?

While working…

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
… I find myself learning often. (1)	○	○	○	○	○
… I continue to learn more and more as time goes by. (4)	○	○	○	○	○
… I see myself continually improving. (5)	○	○	○	○	○
… I have developed a lot as a person. (6)	○	○	○	○	○
… I feel alive and vital. (7)	○	○	○	○	○
… I have energy and spirit. (8)	○	○	○	○	○
… I feel alert and awake. (9)	○	○	○	○	○
… I am looking forward to each new day. (10)	○	○	○	○	○

To what extend do you agree with the following statements?

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
I have significant autonomy in determining how I do my job. (35)	○	○	○	○	○
I can decide on my own how to go about doing my work. (40)	○	○	○	○	○
I have considerable opportunity for independence and freedom in how I do my work. (41)	○	○	○	○	○

To what extend to you agree with the following statements?

During the past 2 weeks, …

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
… I have been feeling optimistic about the future. (41)	○	○	○	○	○
… I have been feeling useful. (42)	○	○	○	○	○
… I have been feeling relaxed. (43)	○	○	○	○	○
… I have been dealing with problems well. (44)	○	○	○	○	○
… I have been thinking clearly. (45)	○	○	○	○	○
… I have been feeling close to other people. (46)	○	○	○	○	○
… I have been able to make up my own mind about things. (47)	○	○	○	○	○

To what extent do you agree with the following statements?

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
I have difficulties relaxing after work. (41)	○	○	○	○	○
Even at home I often think of my problems at work. (48)	○	○	○	○	○
Even on my vacations, I think about my problems at work. (49)	○	○	○	○	○

To what extent do you agree with the following statement?

	Do not agree at all 1 (1)	2 (2)	3 (3)	4 (4)	Completely agree 5 (5)
The amount of work I am expected to do is too much. (1)	○	○	○	○	○

How much time do you spend on the following tasks:
(Please express your opinion using the present scale, 1 = Very little time, 5= A large amount of time; with the values in between you can further nuance your opinion)

	Very little time 1 (1)	2 (2)	3 (3)	4 (4)	A large amount of time 5 (5)
Teaching (1)	○	○	○	○	○
Research and related projectwork (4)	○	○	○	○	○
Non-research related project work (5)	○	○	○	○	○
Management activities (6)	○	○	○	○	○
Administration (7)	○	○	○	○	○
Meetings (8)	○	○	○	○	○
Valorisation (9)	○	○	○	○	○
Personal development (10)	○	○	○	○	○

How do you experience your workload?
(Please express your opinion using the present scale, 1 = Way too low, 5= Way too high; with the values in between you can further nuance your opinion)

	Way too low 1 (1)	2 (2)	3 (3)	4 (4)	Way too high 5 (5)
My workload is... (5)	○	○	○	○	○

Part 4: Control

The aim of the next two questions is to give you an opportunity to tell us more about your experiences, your opinion and further suggestions about well-being at UT in your words.

- Is there anything you already do to improve your well-being at the University of Twente? (open answers)
- Is there anything you would like to change in the current situation to improve your well-being at the University of Twente? (open answers)

How do you identify?

- ○ Man (1)
- ○ Non-binary (2)
- ○ Woman (3)
- ○ I prefer to self-describe (4) _____
- ○ I prefer not to say (5)

What is your age?

- ○ <29 years (1)
- ○ 30-40 years (2)
- ○ 41-50 years (3)
- ○ 51-60 years (4)
- ○ >61 years (5)
- ○ I prefer not to answer this question (6)

Where were you born?

- ○ In the Netherlands. (1)
- ○ In the EU or the United Kingdom (UK), but not in the Netherlands. (2)
- ○ Outside the EU/UK. (3)
- ○ I prefer not to answer this question. (4)

Which job title best describes your job?

- ○ PhD candidate (1)
- ○ Researcher / Post-Doc (2)
- ○ Teacher / Lecturer (3)
- ○ Assistant Professor (4)
- ○ Associate Professor (5)
- ○ Full Professor (6)
- ○ Manager (support service) (7)
- ○ Manager (faculties) (8)
- ○ Support staff (9)
- ○ I prefer not to answer this question (10)

Which organisational unit do you work for?

- ○ Faculty of Behavioural, Management and Social Sciences (BMS) (1)
- ○ Faculty of Engineering Technology (ET) (2)
- ○ Faculty of Electrical Engineering, Mathematics and Computer Science (EEMCS) (3)
- ○ Faculty of Science and Technology (ST) (4)
- ○ Faculty of Geo-Information Science and Earth Observation (ITC) (5)
- ○ General Affairs (GA) (6)
- ○ Campus & Facility Management (CFM) (7)
- ○ Centre for Educational Support (CES) (8)
- ○ Finances (FIN) (9)
- ○ Human Resources (HR) (10)
- ○ Library, ICT services & Archive (LISA) (11)
- ○ Marketing & Communication (MC) (12)
- ○ Strategy & Policy (SP) (13)
- ○ Strategic Business Development (SBD) (14)
- ○ I prefer not to answer this question (15)

What is your contract status with the University of Twente?

- ○ I have a permanent employment contract. (1)
- ○ I have a temporary employment contract that expires within 6 months. (2)
- ○ I have a temporary employment contract that is valid for more than 6 months. (3)
- ○ I have a temporary employment contract with an opportunity for a permanent contract. (4)
- ○ I do not have a contract status with the UT (e.g. PhD candidates with a scholarship or not on payroll) . (5)
- ○ I prefer not to answer this question. (6)

According to your contract, how many hours a week are you expected to work? (Please use a comma to indicate half hours.)

_____

How many hours a week did you actually work on average a week, in the last three months?

_____

These were the last questions of the 2023 Well-being survey! After you click on the arrow at the bottom of the page, it is not possible to go back to any of the question pages anymore. Your response will be recorded, and you will be presented with the final screen.