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The Relationship between Recovery Capital, Goal Focused Coaching, and sustainable Work Reintegration with recovering Addicts

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Abstract

This research provides insights into the success factors of work reintegration coaching of recovering addicts, a subject that has not been much researched so far. The relationship between goal focused coaching, recovery capital and sustainable work reintegration is being investigated among recovering addicts. Recovery capital consists of social, human and cultural capital and all three components would contribute in a different way to sustainable work reintegration. It was expected that goal focused coaching would have a positive relationship with recovery capital and work reintegration. In addition, it was expected that social, human and cultural capital would act as mediators between goal-focused coaching and work reintegration. 102 participants took part in this study, and an online questionnaire was completed. The results of the study show a positive relationship between goal focused coaching and sustainable work reintegration, and between goal focused coaching and social, human and cultural capital. The expected mediation effect was not found, and no significant relationship was found between recovery capital and work reintegration. The post hoc analysis showed that human capital had the most explained variance on work reintegration. Practical implications are aimed at goal focused coaching, in which goal setting and structure play an important role. Coaches are advised to let the client participate in goal setting and to focus on increasing human capital in the coaching process. Suggestions for future research mainly focus on examining the role of motivation and work experience in relation to recovery capital and goal focused coaching.

Introduction

Work reintegration is a process that allows an ill or injured employee to recover at work (Dunstan, & Maceachen, 2014). The government in the Netherlands obliges to do everything possible to return to work as soon as possible. In general, the longer a sick employee is out of circulation, the more difficult it is to let him return to work (Ministerie van Sociale Zaken en Werkgelegenheid, 2014). That is why it is important that a sick employee can get back to work as soon as possible, if necessary with adapted work or in another position. This is called work reintegration and is in the Netherlands regulated in the Gatekeeper Improvement Act (*Wet Verbetering Poortwachter*). Both employer and employee are responsible for the rapid return to work and must keep a record of their efforts in a reintegration file. Failure to do so may affect continued payment of wages and benefits (Ministerie van Sociale Zaken en Werkgelegenheid, 2014). Little research has been done into reintegration coaching in relation to addiction, especially in the Netherlands. This research therefore contributes to the knowledge of work reintegration of recovering addicts in the Netherlands. It mainly contributes to the knowledge of the reintegration process and the success factors and obstacles involved. Research that has been done so far mainly focuses on the consequences of work and work reintegration and addiction, but not into the reintegration process itself. Several studies (foreign studies in particular) indicate that work protects against relapse and contributes to better mental health. Work provides day structure and distraction from the need to use substance. It promotes personal care, increases self-confidence and is related to a higher quality of life (Svikis et al., 2012; Webster, Staton-Tindall, Dickson, Wilson, & Leukefeld, 2014; Richardson, Wood, & Kerr, 2010; Strickler, Whitley, Becker, & Drake, 2009). So in addition to being required to work on reintegration, it is important for the recovering addicts to return to work. Since work protects against relapse of addiction, the social addiction problem will decrease when many recovering addicts can return to work. The importance for the recovering addicts themselves is also great, as through work, they can participate in society again and they are no longer dependent on government benefits (Trimbos-instituut & Ministerie van Justitie en Veiligheid, 2018). When recovering addicts return to work, it is important that this is a sustainable reintegration, where they do not drop out quickly. Sustainable work reintegration is defined as a good relationship between work and identity, whereby work fits in with the character, competences, values and experiences of the employee (Cox, Bachkirova, & Clutterbuck, 2018). The following research question will be investigated: *'What are the success factors in sustainable work reintegration coaching with recovering addicts?'*.

Theoretical framework

Because little research has yet been conducted into the reintegration process of specific recovering addicts, different theories and perspectives are used. From the coaching perspective, the literature of career coaching will be used, as this has overlap with work reintegration. In addition, theories and models from organizational psychology are used to use insights from the work area. Finally, there has recently been increasing research into recovery capital, which plays an important role in this research.

Goal Focused Coaching

Coaching, and in particular career coaching, is often used in the work reintegration process (Cox et al., 2018). "Coaching is a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for benefit of the coachee and potential for other stakeholders." (Cox, Bachkirova, & Clutterbuck, 2018, p.1). The research into coaching is growing as coaching is increasingly being used in more domains. As the field has developed, the scientific basis for coaching has been strengthened (Cox et al., 2018). This research mainly focuses on career coaching, since the goal of the coaching is reintegration into work. Career coaching is one or a series of collaborative conversations with a trained professional who operates within an ethical code. The process is grounded in evidence-based coaching approaches, incorporating theories and tools, and aims to lead to a positive outcome for the client regarding their career decision, work and/or personal fulfilment (Yates, 2013). Career coaches add value by maximizing insights that are intrapersonal, interpersonal and market-based, and by turning those insights into action strategies. The coaches bring the advantage of insight, information and planned action to the pursuit of goals. Career coaching is one of the most goal focused, result-oriented forms of coaching because of the clearly defined presence of work as an end goal (Cox et al., 2018). In Goal Focused Coaching (GFC), a key role of the coach is leveraging the coaching relationship to support progress towards the goal. The main elements of GFC are goal setting, action planning and bolstering the coachee's motivation and commitment (Ives & Cox, 2012). According to the goal-setting theory, the process of setting goals, and the specific nature of those goals, has quite an impact on behavior. Having a goal that is explicit and clearly articulated is much more likely to lead to a change in behavior than one that is vague and unspecified. For a goal to have its optimum impact on behavior, it also needs to be at the right level: challenging but achievable (Locke & Latham, 2012; Yates, 2013). In addition, the client should have input in determining the goals and get clear feedback. In this way, the client has shared

responsibility for achieving the goals and must make an active contribution (Yates, 2013). Career coaching goals can range from the tactical and measurable (find a job) to the more intrapsychic and intangible (building self-awareness) (Cox et al., 2018). There are five main goals in career coaching: choosing work, moving up in profession or organization, moving out by choice, finding work after job loss, and ending current work (Cox et al., 2018). In work reintegration coaching, the goals of choosing work and finding work after job loss are particularly important since the end goal of the reintegration process is having a job. Achieving these goals requires coaching on employee skills, personal skills, self-knowledge, qualities, knowledge and skills. Goals and action plans are needed to move clients towards their visions (Cox et al., 2018). Especially clients in the area of recovering addiction benefit from structured projects and processes. Since many recovering addicts have worked with clear goal setting during their recovery, for example by using the twelve-step program where each step is a goal they must achieve on the way to recovery (Mendola & Gibson, 2016), one might assume that clear goals are also important during the work reintegration process. Since many recovering addicts are faced with self-regulation deficits and challenged self-control, structure is extra important to them. Structure is needed to protect and support them in what they build. Without structure and clear goals it is easy for them to fall back into old habits (DiClemente, 2018). Because goal focused coaching also has long-term consequences, it can ensure more success than just getting a job. For example, it contributes to a client's problem-solving skills, enables them to set their own goals that are achievable and measurable, and increases self-efficacy and self-control (DiClemente, 2018). Goal Focused Coaching therefore seems to be decisive for increasing the success on sustainable reintegration. The following hypothesis will be investigated (see figure 1):

1. The more goal focused the coaching is, the more sustainable the work reintegration is.

Recovery Capital

It is important to know that the degree to which a person has recovery capital is a good predictor of long-term recovery and work reintegration (Vanderplasschen & Vander Laenen, 2017). Recovery capital exists of internal and external resources that can be drawn upon to initiate and sustain recovery. Recovery is never a static fact, recovery is a process. It can be described as a journey in which new values are discovered, identity changes, the social networks change and in which fellow sufferers play an important role. The same goes for recovery capital. Increasing the recovery capital is a dynamic process, which often involves the help of a coach. The recovery capital resources help recovering addicts rebuild their lives and buffer relapse (Vanderplasschen & Vander Laenen, 2017). The concept of

recovery capital is critical when attempting to understand why some people are successful in reintegration after recovery from substance abuse and others are not (Connolly & Granfield, 2017). An example are the social resources that help recovering addicts build a new network. It is important for many recovering addicts to build a new network because of the bad influence that the old network has on the person in recovery, which increases the chance of relapse. In this way, the social resources act as a buffer against relapse (Connolly & Granfield, 2017). Recovery capital can be divided into three components: social capital, human capital and cultural capital (Cloud & Granfield, 2009; Vanderplasschen & Vander Laenen, 2017; White & Cloud, 2008). Coaches and clients can increase the various components to facilitate sustainable recovery and increase the chance of returning to work. Research shows that improving the recovery capital increases the chance of sustainable work reintegration (Hennessy, 2017; Vanderplasschen & Vander Laenen, 2017). Because coaches increase a coachee's recovery capital when working towards sustainable reintegration, the capitals work as mediators. The coaches' activities are mainly aimed at increasing recovery capital. These intermediate goals in the process of reintegration are aimed at increasing skills and knowledge that fit social, human or cultural capital (Cox et al., 2018). It is therefore important to include the three capitals as mediators in this study. The following section explains for each component what it includes, how it promotes the reintegration process, and what coaches and clients can work on to increase this capital.

Social Capital

Social capital consists of a client's social resources, such as family and friends, from which a client receives support and to which he or she has obligations. This includes support from their resources, and the client's engagement and commitment to the community and their willingness to participate in its values (Best & Laudet, 2010; Cloud & Granfield, 2009). Social support contributes to a person's well-being and has an effect on the recovery process of addiction (Chen, 2006). It appears to lead to a decrease in the need for substance use. This may be due to social support being an important resource for reducing the negative effects of stressors, which are a trigger for relapse (Chen, 2006). Social support is also seen as a buffer against stress in work-related models. In the Job Demands-Resources (JD-R) model, social support is part of the job resources. Those resources are, according to the model, necessary for the motivational process for work outcomes and acts as a buffer against the exhaustion process, resulting from high workload and stress (Grover, Teo, Pick, Roche, & Newton, 2018). Perceived social support allows employees to avoid depletion of resources and buffer demands for continued engagement. Social support from supervisors and colleagues act as a resource to help with

coping, adaptation, and improvisation and it makes employees feel psychologically safe (Kwon & Kim, 2020). In addition to preventing illness and exhaustion, social resources also promote employee growth and development (Fernet, Austin, & Vallerand, 2012). In order to return to work in a sustainable way, social resources are necessary in order not to become exhausted and drop out (Grover et al., 2018). Research into work reintegration of adults who have sustained a burn also shows that support from the social network is a key facilitator in returning to work (Nguyen et al., 2016). It is likely that the same applies to recovering addicts, but it is important that a new network is built up in the case of wrong influence from the old network (Connolly & Granfield, 2017). To increase social capital, coaches and clients can work on network building, communication skills and volunteering (Vanderplasschen & Vander Laenen, 2017; Hennessy, 2017). By volunteering, a client learns how to deal with certain work situations, increases employee skills, increases his network, and increases his communication skills. A coach can help here by evaluating every difficult situation with the client, giving clear feedback and accompanying them when necessary. By experiencing situations and discussing and evaluating them with the coach, a client learns to deal with difficult situations and to adjust his behavior. Another example is role-playing to practice job interviews and thus work on communication skills. During all exercises and learning moments, the coach provides guidance and structure to the coachee where necessary to achieve his or her goals (Cox et al., 2018). The following hypotheses will be investigated (see figure 1):

2. The more goal focused the coaching is, the more social capital a client builds.

3. The more social capital a client has, the more sustainable the work reintegration is.

4. Social capital acts as a positive mediator between Goal Focused Coaching and sustainable work reintegration.

Human Capital

Human capital consists among other things of personal resources, skills, positive health, self-efficacy, optimism, hope, and resilience (Cloud & Granfield, 2009). Just as social support, personal resources appear in the JD-R model. Personal resources refer to an individual's sense of his or her ability to successfully control and impact circumstances. Increasing personal resources helps employees preserve energies and remain engaged (Kwon & Kim, 20202). These personal resources are conducive to the motivational process for work outcomes, which is necessary in order not to become exhausted and to drop out. People with too few resources are more likely to suffer from excessive work pressure and stress (Grover et al., 2018). Luthans, Avolio, Avey and Norman (2007) argue that self-efficacy, hope,

optimism and resilience together form psychological capital (PsyCap). Hope refers to individuals' inclination to strive toward achieving specific goals. Optimism pertains to positive expectations about current or future endeavors. Resilience refers to the capacity to effectively bounce back after facing problems. Self-efficacy involves believing that one can accomplish challenging tasks (Luthans et al., 2007). Although hope, optimism, resilience, and self-efficacy are conceptually distinct, Luthans and colleagues argue that these constructs share a common variance, which refers to PsyCap. Both as individual predictors or as a combined predictor, PsyCap shows positive relationships with organizational outcomes such as performance, job satisfaction and work engagement, and may have broad and positive implications for career development (Luthans et al., 2007; Van der Heijden, Van Dam, Xanthopoulou, & De Lange, 2014). In addition to the organizational outcomes, PsyCap is also related to higher well-being and better ability to cope with demanding situations at work (Luthans et al., 2007). PsyCap is assumed to be a state-like construct. It is malleable and relatively more open to development as opposed to trait-like constructs such as the Big Five personality factors. To increase human capital, coaches and clients can work on building self-awareness, self-efficacy, employment skills, interpersonal skills, emotional stability, sense of meaning, life skills, hopes, and aspiration (Hennessy, 2017). They can do that by conducting an assessment. In the assessment, coaching goes deeper into the client's goals. A primary value of assessment is the ability to get at skills and preferences in a more value-neutral way, away from the job context. Coachees identify what parts of previous jobs they have liked and disliked, and what skills are personal strengths for them versus requirements of previous jobs. Multiple methods may be used: interviews (structured/open-ended), psychometric instruments, and self-reflection exercises. Assessment can offer the coachee both objectivity and progress early in the coaching process. The focus also shifts into deeper assessment of the individual: how congruent are they with the goal being articulated? The process is different from psychological assessment, although occasionally coaching assessment uncovers a psychological dynamic that is interfering with career and relationships at work, in which case the coach would refer the coachee for psychological work prior to proceeding with career coaching (Cox et al., 2018). The following hypotheses will be investigated (see figure 1):

5. The more goal focused the coaching is, the more human capital a client builds.

6. The more human capital a client has, the more sustainable the work reintegration is.

7. Human capital acts as a positive mediator between Goal Focused Coaching and sustainable work reintegration.

Cultural Capital

Finally, cultural capital includes the values, beliefs and attitudes that link to social conformity and the ability to fit into dominant social behaviours (Cloud & Granfield, 2009). People look for a job that matches their qualifications, meets their specific needs and their goals and values. Likewise, organizations put significant effort into selecting applicants to fit the job and the organization and on socializing newcomers to fit the organizational environment. Person–environment fit is defined as the compatibility between individuals and their environment (Van Vianen, 2018). It asserts that incompatibility between an employee and aspects of their work environment is more likely to lead to occupational stress (Morrow & Brough, 2019). A person-environment misfit can lead to stress, negative work outcomes and turnover intention (Morrow & Brough, 2019). Likewise, an employer is less likely to choose the applicant when there is a misfit (Van Vianen, 2018). To reduce this chance, coaches and clients can work on building cultural capital. People with more cultural capital have less chance of a misfit because they understand values and norms better and can adapt to the situation (Cloud & Granfield, 2009). To increase cultural capital, coaches and clients can work on being familiar with cultural norms, being able to act to one's benefit within those norms and believing that prosocial norms and values are desirable (Hennessy, 2017). The role of the coach here is mainly to teach values and norms on the labor market and to familiarize the coachee with the corporate culture. The coach can help the coachee anticipate the new roles, rules and expectations regarding entry into a new job (Cox et al., 2018). Examples are arriving on time, helping colleagues, how to address your boss, and hierarchy in the workplace. The coachee learns the cultural customs of the possibly newly chosen job in addition to acclimatizing to the new job responsibilities. The coach helps the coachee to harness the specific opportunities and resources available to them during the first few months in a new job. Here, too, it is the task of the coach to provide guidance and structure as necessary for the coachee to reach his or her goals (Cox et al., 2018). The following hypothesis will be investigated (see figure 1):

8. The more goal focused the coaching is, the more cultural capital a client builds.

9. The more cultural capital a client has, the more sustainable the work reintegration is.

10. Cultural capital acts as a positive mediator between Goal Focused Coaching and sustainable work reintegration.
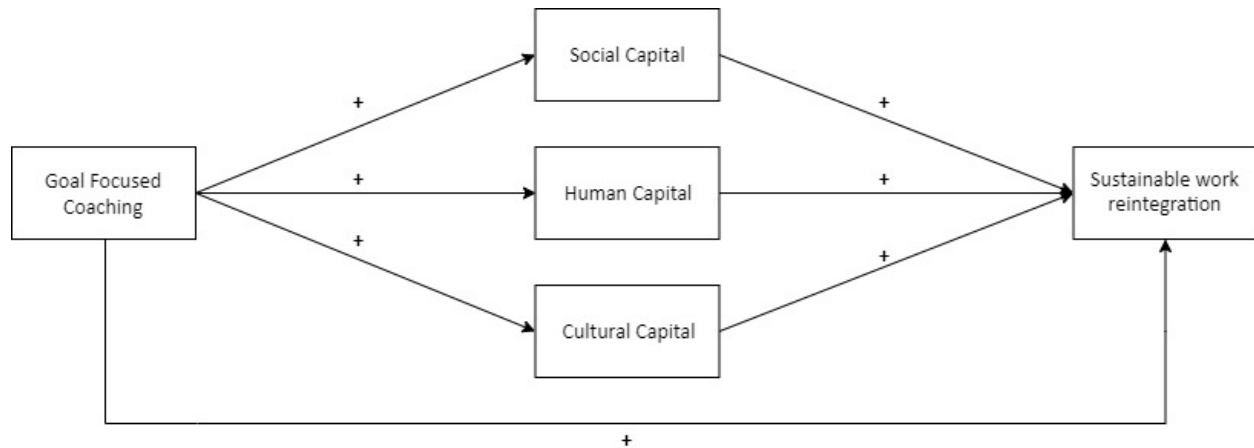
Figure 1: Proposed model of the hypotheses. The relationship between goal focused coaching, recovery capital, and the sustainable work reintegration with recovering addicts.

Method

Design

To investigate the relationship between goal focused coaching, recovery capital and sustainable work reintegration, a qualitative and descriptive study was used. An online survey was used for the data collection, so that more people could be reached.

Participants

To calculate the required sample size for this study, the G*power test was used. The required sample size for a linear multiple regression test with 4 predictive variables, a power of 0.95 and an effect size of *d* = 0.15, turned out to be N=124 (Faul, Erdfelder, Buchner, & Lang, 2009). Because literature studies have mainly been carried out, a good effect size cannot yet be obtained on the basis of existing research. That is why it was decided to choose the effect size *d* = 0.15, a medium effect size. Ruischcoaching Recovery and Reintegration is a coaching agency that coaches recovering addicts in the reintegration process into society and work. Their coaching method is goal-oriented and their client base has been used to obtain participants. In addition, a message was posted via network social media, such as LinkedIn, to find participants who belong to the target group and who wanted to complete the survey. 103 recovering addicts participated in this study, of which one participant dropped out after the first question. After removing this participant from the data, 102 participants remained (N=102). In total, 72 men and 30 women participated. The age of the participants varied between 26 and 67+ (see table

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1). The education level varied between primary school and university (see table 1). All participants had Dutch nationality. Table 1 shows which type of addictions the participants had to deal with. The total comes to over 100 percent, because some participants experienced multiple types of addictions. With the option 'other', participants were able to enter other types of addictions that were not included in the options. Some examples: medication, sports and smoking.

Table 1. *Descriptive statistics (N=102)*

	Category	Male (N=72)	Female (N=30)	Total (N=102)
Age	18-	0	0	0
	18-25	0	0	0
	26-35	12	4	16
	36-50	35	16	51
	51-67	23	10	33
	67+	2	0	2
Education level	Primary school	4	0	4
	MAVO, IBO, VMBO	12	2	14
	HAVO, MBO	22	11	33
	VWO	1	0	1
	HBO	28	15	43
	WO	5	2	7
Type of Addiction	Alcohol	57	22	79
	Drugs	47	11	58
	Gamble	13	2	15
	Sex	13	1	14
	Work	12	3	15
	Food	6	6	12
	Screen	5	0	5
	Other	8	4	12

Ethical issues

The Ethical Review Board (ERB) procedure has been followed to meet ethical issues. All data, data file handling and syntaxes are securely stored and transferred for data storage at the Social and Behavioral Science Faculty of the University of Utrecht. Furthermore, the participants received an informed consent explaining the purpose of the study. It also stated that participation is voluntary, that it takes about 10 minutes to complete the questionnaire, that the data is processed completely anonymously, that the participant may decide at any time to end the participation, and that privacy is guaranteed. With the consent of the participant, the person could start the questionnaire. After giving permission, the participant was able to participate in the questionnaire.

Procedure

The participants were approached by email and social media, such as LinkedIn. Before they could participate, they had to agree to the informed consent. Completing the questionnaire could be done online, using Qualtrics.

Measures

In this study five variables are measured: goal-focused coach-coachee relationship, social capital, human capital, cultural capital, and sustainable work reintegration. Different existing scales were used, which were suitable for the target group and have good reliability and validity. No control variables are included in the analysis, because it was not possible to find enough recovering addicts who have reintegrated into work without the help of a coach.

The Targeted Coaching Skills Questionnaire is used to assess a goal-oriented coach-coachee relationship, with a reported Cronbach alpha of .91 and test-retest reliability of 0.70 (Grant & Cavanagh, 2007). The questionnaire consists of 12 items and uses a seven-point Likert scale (1 = strongly disagree, 7 = strongly agree). An example item is: "My coach always asks me to report to him on the progress of my goals." (Grant & Cavanagh, 2007). The scale did not need to be adjusted for the target group in this study. In the current study, the reliability of the 'Goal Focused Coaching' scale is α = .85 with an average inter item correlation of r = .37.

Two constructs of the Assessment of Recovery Capital (ARC) were used to measure social capital (Groshkova, Best, & White, 2013). This questionnaire consists of ten constructs with five items each. A five-point Likert scale is used (1 = strongly disagree, 5 = strongly agree). The scale's test-retest reliability was assessed using intra-class correlation coefficient (ICC). For social capital, the constructs 'social support' (ICC = 0.61) and 'community involvement' (ICC = 0.62) were used, which together are ten items. An example item is: "I am satisfied with my involvement with my family." (Groshkova et al., 2013). The scale did not need to be adjusted for the target group in this study. However, three questions have been added because the subject of the questions, given the target group, adds something to the social capital of recovering addicts. An example item is: "I experience a lot of support from fellow sufferers". In the current study, the reliability of the 'social capital' scale is α = .80 with an average inter item correlation of r = .24.

For human capital, the Personal Capital Questionnaire is used (Luthans et al., 2007). The questionnaire consists of four constructs, of which two questions were used per construct, with a six-point Likert scale. These constructs are 'self-efficacy' (α = .87), 'hope' (α = .87), 'resilience' (α = .72) and

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'optimism' (α = .78) (Simons & Buitendach, 2013). In addition, two questions from the ARC were used, of the constructs 'global psychological health' and 'global physical health'. The test-retest reliability showed that for 'global psychological health' (ICC = 0.60) and for 'global physical health' (ICC = 0.50), the correlations are moderate (Groshkova et al., 2013). An example item is: "I am able to concentrate when I need to." The scale did not need to be adjusted for the target group in this study. In the current study, the reliability of the 'human capital' scale is α = .86 with an average inter item correlation of r = .41.

For cultural capital, the construct 'ability to modify self-presentation' (α = .77) is used from the revised Self-Monitoring Scale, with a six-point Likert scale. An example item is: "In social situations, I have the ability to alter my behavior If I feel that something else is called for" (Lennox & Wolfe, 1984). The scale did not need to be adjusted for the target group in this study. In the current study, the reliability of the 'cultural capital' scale is α = .83 with an average inter item correlation of r = .41.

Finally, to measure sustainable work reintegration, the Vragenlijst Arbeids-Reintegratie-2, with a reported Cronbach alpha of 0.97 (Bieleman, Vendrig, Pietersz, Schuts, & Koopman, 2016) is used. This questionnaire consists of five constructs, of which the construct 'werksituatie' is used. This construct consists of 25 items, with a four-point Likert scale. An example item is: "My current job offers me enough challenges." (Bieleman et al., 2016). The scale did not need to be adjusted for the target group in this study. However, a few extra relevant questions were added. Examples are: "For what percentage are you suitable for work?", "What percentage do you actually work?", and "In which sector do you work?" In the current study, the reliability of the 'sustainable work reintegration' scale is α = .84 with an average inter item correlation of r = .23. In addition to the multiple choice questions, two additional open questions were added at the end of the questionnaire, namely: "What helped you reintegrate into work?" and "What were barriers to reintegration into work?".

Statistical analysis

To analyze the data, the Statistical Program for Social Sciences (SPSS) 25.0 was used. Prior to interpreting the results, several assumptions were evaluated. The Shapiro-Wilk test was used to assess normality and showed that not all the variables are normally distributed. Also the assumptions of linearity and homoscedasticity were assessed, and found to be supported. After this, a two-tailed correlational analysis was performed to examine whether any significant effects between the variables exist. Since not all variables are normally distributed, the Spearman's Rho test was used. To investigate the underlying structure of the variables of the questionnaire, the principal components analysis (PCA) with oblique rotation was used, with the fixed number of five factors. An oblique rotation has been used

because it allows dependence between the factors. The analysis was also done with one factor to see if there is a common method bias.

To test the hypotheses, the multiple mediation model of Hayes (model 4) is used. In order to confirm a mediating variable and its significance in the model, it must be shown that while the mediator is caused by the initial independent variable and is a cause of the dependent variable, the initial independent variable loses its significance when the mediator is included in the model. There are four steps that should be followed. Step 1: Confirm the significance of the relationship between the initial independent variable and the dependent variable. Step 2: Confirm the significance of the relationship between the initial independent variable and the mediator. Step 3: Confirm the significance of the relationship between the mediator and the dependent variable in the presence of the independent variable. Step 4: Confirm the insignificance (or the meaningful reduction in effect) of the relationship between the initial independent variable and the dependent variable in the presence of the mediator (Hayes, 2012).

Results

Descriptive statistics

An overview of means (*M*), standard deviations (SD), and correlations is presented in Table 2. Age, gender, and education level are also included. The means of the variables 'goal focused coaching' and the capitals are quite high and the standard deviations are quite low, which shows a small spread. The table shows that, in line with expectations, the positive correlations between social capital, human capital, cultural capital, goal focused coaching and work reintegration appear to be significant. In addition, the capitals also correlate significantly with each other (*r* = .55, *r* = .58, *r* = .62), more strongly than with work reintegration (*r* = .25, *r* = .26, *r* = .41). Gender and education level did not appear to correlate with the other variables. For age, two correlations were found. A significant negative correlation appeared to be between work reintegration and age (*r* = -.20, p < .05) and a significant positive correlation between human capital and age (*r* = .23, p < .05). This means that the higher the age, the lower they scored for successful reintegration. However, older people scored higher on human capital than younger people.

Table 2: *Range, means, standard deviations and correlations between study variables, age, gender and education level (N=102).*

	Range	*M*	SD	1	2	3	4	5	6	7	8
1. Work Reintegration	1-4	2.03	0.90	1							
2. Goal Focused Coaching	1-6	4.56	0.67	.34**	1						
3. Cultural Capital	1-6	4.5	0.71	.26**	.25*	1					
4. Human Capital	1-6	4.47	0.82	.35**	.26*	.62**	1				
5. Social Capital	1-5	3.78	0.56	.24*	.41**	.58**	.55**	1			
6. Gender	1-2	1.29	0.46	-.12	.12	.07	-.03	-.09	1		
7. Age	1-6	4.21	0.72	-.20*	.04	.17	.23*	.06	.01	1	
8. Education Level	1-6	3.84	1.38	-.14	-.11	.01	.03	.01	.13	.20	1

** Correlation is significant at $p < .01$ * Correlation is significant at $p < .05$

Note. Gender, age and education level are measured categorically. For gender applies: 1=male, 2=female. For age applies: 1=18-, 2=18-25, 3=26-35, 4=36-50, 5=51-67, 6=67+. For education level applies: 1=primary school, 2=Mavo, IBO, VMBO, 3=Havo, MBO, 4=VWO, 5=HBO, 6=WO

Hypothesis testing

The multiple mediation model of Hayes (model 4) was used to test the mediation model. The results can be seen in Figure 2. In step 1 of the multiple mediation model of Hayes (model 4), the relationship between the independent variable 'Goal Focused Coaching' and the dependent variable 'work reintegration', ignoring the mediators, was tested and proved to be significant b = .32, t(85) = 2.26, p < .05. This confirms hypothesis 1: *The more goal focused the coaching is, the more sustainable the work reintegration is.*

In step 2 the relationship between the independent variable 'Goal Focused Coaching' and the mediators 'Social Capital', 'Human Capital', and 'Cultural Capital' was tested. The regression of the independent variable 'Goal Focused Coaching' on the mediator 'Social Capital' was significant, b = .31, t(85) = 3.62, p < .05. This confirms hypothesis 2: *The more goal focused the coaching is, the more social capital a client builds.* The regression of the independent variable 'Goal Focused Coaching' on the mediator 'Human Capital' was also significant, b = .30, t(85) = 2.35, p < .05, which confirms hypothesis 5:

The more goal focused the coaching is, the more human capital a client builds. Also the regression of the independent variable 'Goal Focused Coaching' on the mediator 'Cultural Capital' was significant, b = .27, t(85) = 2.45, p < .05, which confirms hypothesis 8: *The more goal focused the coaching is, the more cultural capital a client builds.*

In step 3 the relationship between the mediators 'Social Capital', 'Human Capital', and 'Cultural Capital' and the dependent variable 'work reintegration' was tested in the presence of the independent variable 'Goal Focused Coaching'. The relationship between the mediator 'Social Capital' and the dependent variable 'work reintegration', when controlling for the independent variable 'Goal Focused Coaching', was not significant, b = -.01, t(85) = -.05, p = .96. The relationship between the mediator 'Human Capital' and the dependent variable 'work reintegration', when controlling for the independent variable 'Goal Focused Coaching', was also not significant, b = .28, t(85) = 1.63, p = .11. And also the relationship between the mediator 'Cultural Capital' and the dependent variable 'work reintegration', when controlling for the independent variable 'Goal Focused Coaching', was not significant, b = .07, t(85) = .34, p = .73. These findings reject hypotheses 3: *The more social capital a client has, the more sustainable the work reintegration is*, 6: *The more human capital a client has, the more sustainable the work reintegration is*, and 9: *The more cultural capital a client has, the more sustainable the work reintegration is*.

In step 4 the relationship between the independent variable 'Goal Focused Coaching' and the dependent variable 'work reintegration' should be tested in the presence of the mediators. However, since no significant relationships were found in step 3, no mediation effect can be confirmed. This rejects hypotheses 4: *Social capital acts as a positive mediator between Goal Focused Coaching and sustainable work reintegration*, 7: *Human capital acts as a positive mediator between Goal Focused Coaching and sustainable work reintegration*, and 10: Cultural capital acts as a positive mediator between Goal Focused Coaching and sustainable work reintegration.
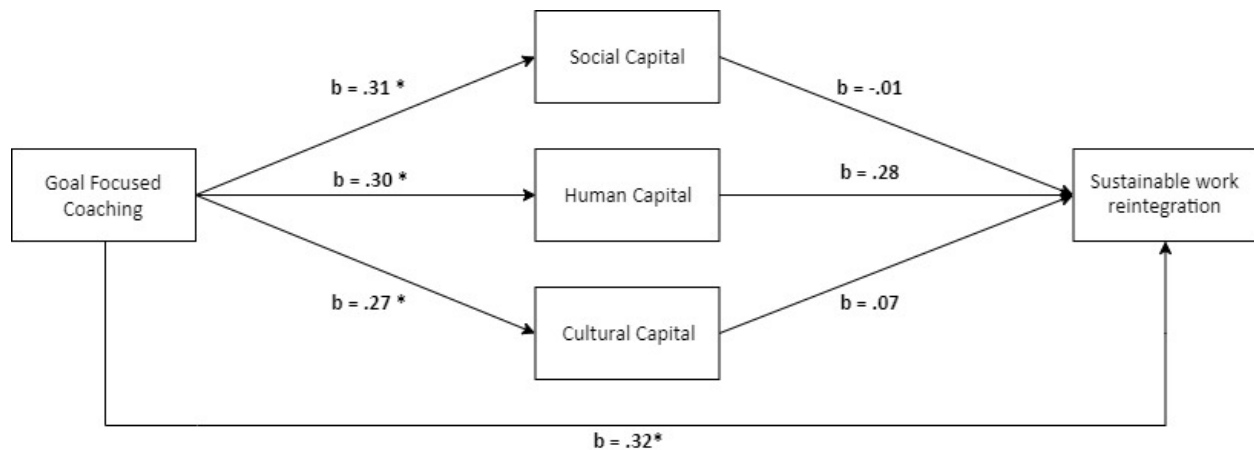
b = unstandardized regression coefficient, * p < .05

Figure 2: Results of the multiple mediation model of Hayes (model 4)

Post-hoc analyses

Since the hypotheses have not all been confirmed and the model has not been confirmed, a post hoc test has been carried out. This was done to explore which variable predicts sustainable work reintegration best. Therefore, a post-hoc stepwise regression analysis was performed. In a stepwise analysis, the independent variables are included in the model step by step, in order of the relative influence on the dependent variable. This process stops when all significant predictive variables have been processed. The analysis was performed with sustainable work reintegration as dependent variable and goal focused coaching, social capital, human capital, and cultural capital as predictors. The variable with the most explained variance was human capital. It accounted for a significant 12% of the sustainable work reintegration, R^2 = .12, adjusted R^2 = .11, F (1, 83) = 10.88, b* = 0.34, p < .01. Goal focused coaching, social capital and human capital were not found to be significant on top of the variance accounted by human capital.

When looking at the simple correlations it may be that human capital strengthens the relation between goal focused coaching and reintegration, since human capital is the variable with the most explained variance, but no mediation effect was found. Therefore, a post hoc moderation test was also performed to test whether human capital moderates the relationship between goal focused coaching and sustainable work reintegration. The PROCESS moderation test of Hayes (model 1) was used and the analysis was performed with goal focused coaching as independent variable, sustainable work reintegration as dependent variable, and human capital as moderator. In the first step, two variables were included: goal focused coaching and human capital. These variables accounted for a significant

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amount of sustainable work reintegration, R^2 = .13, F(2, 82) = 6.09, p < .05. To avoid potentially problematic high multicollinearity with the interaction term, the variables were centered and an interaction term between goal focused coaching and human capital was created (Aiken & West, 1991). Next, the interaction term between goal focused coaching and human capital was added to the regression model, which accounted for a non-significant proportion of the variance in sustainable work reintegration, ΔR^2 = .03, ΔF(1, 81) = 2.94, b = .27, t(81) = 1.71, p = .09.

Discussion

In this study, the relationship between goal focused coaching, recovery capital and sustainable work reintegration was investigated. The results show that goal focused coaching has a direct effect on sustainable work reintegration. This corresponds to the expectations. According to DiClemente (2018), Goal Focused Coaching has long-term implications, as it contributes to a coachee's problem-solving skills, allows them to set their own goals that are achievable and measurable, and increases self-efficacy and self-control (DiClemente, 2018). It has also been found that goal focused coaching has an effect on social, human, and cultural capital. This is consistent with Goal Focused Coaching theory, where goal setting, action planning, and enhancing the coachee's motivation and commitment help to achieve the goal (Ives & Cox, 2012). However, despite the expectations, there was no statistically significant relationship between the recovery capital (social, human and cultural capital) and work reintegration, and no mediation effect has been found between goal focused coaching and work reintegration with social, human, or cultural capital as mediator.

Since no mediation effect was found and therefore the hypothesized model did not hold in this study, it was investigated with a post hoc analysis which independent variable has the most explained variance on sustainable work reintegration. The stepwise regression showed that human capital had the most explained variance and accounted for 12% of the sustainable work reintegration, while the rest of the independent variables were not found to be significant on top of this. Looking at the role of human capital, it is not completely unexpected that this result emerged. Human capital consists among other things of self-efficacy, hope, optimism and resilience, which together form Psychological Capital (PsyCap) (Luthans et al., 2007). Several studies have shown that PsyCap is associated with higher intrinsic motivation (Datu, King, & Valdez, 2018; Siu, Bakker, & Jiang, 2014). According to Gideon (2010), intrinsic motivation can be just as important as the coaching process itself. He researched recovering drug addicts who participated in a prison-based therapeutic community and their perception of the

importance of motivation in the reintegration process. While many studies indicate that participation in prison-based drug treatment programs reduces the risk of recidivism, this study found that other factors may be equally important, particularly clients' motivation. The level of motivation was perceived by recovering addicts themselves as a critical factor in the recovery process. A good program cannot be the sole contributor to a recovering addict's success or failure. If they lack the motivation to comply with the program offered, the treatment program itself will not be enough (Gideon, 2010). The study of recovering drug addicts in prison also showed that treatment certainly makes sense. This can be because of the treatment itself, or because the treatment contributes to an increase in motivation, which increases the success of change (Gideon, 2010). Current research has also shown that goal-focused coaching has an impact on sustainable work reintegration. One of the main elements of Goal Focused Coaching is bolstering the coachee's motivation and commitment (Ives & Cox, 2012). It may be that strengthening a client's motivation is just as important as increasing recovery capital for success on reintegration. It could be that human capital - in the role of a 'motivator' - works as a moderator between goal focused coaching and work reintegration, because human capital influences the motivation and commitment of the client positively. For example, others report that optimism is positively associated with goal commitment (Datu et al., 2018). To investigate this, a second post hoc analysis was performed, in which a moderation effect was analysed using Hayes PROCESS (model 1). However, there appeared to be no significant moderation effect, so the relationship is probably a bit more complex. In any case, human capital plays an important role, but more research is still needed into how this affects.

There are a number of methodological limitations to this study. First of all, it is difficult to measure the goal focused coaching properly. Some participants have been working for several years at the time of completing the questionnaire and then it can be difficult to remember exactly how purposeful the coaching was. In addition to this, the measurements of the constructs were all done from the client's perspective. It is possible that participants assess their capital higher than a nearby person would. Social support, for example, is about how the participant experiences it, but whether a participant can adapt to society, with cultural capital, is not just about the participant's experience. For example, an employer will assess differently whether a client can adapt well to the corporate culture, because an employer has a different perspective and different interests than the client. It could be that this one-sided assessment gives a bias in measuring the constructs. Another point of discussion is the size of the sample. A too small sample size can lead to a real effect not being detected by the study, a type II error. However, a post hoc G*power test was performed and with 102 participants, 4 predictive

variables, an effect size of d = .015 and α = .05, the power turned out to be .88. It has turned out to be difficult to find participants within the target group, because many ex-addicts leave their old network and get new contact details. For this it is recommended to cooperate with coaching agencies that focus on addiction and the reintegration process, and companies that focus on hiring ex-addicts. The latter must take into account that the companies are aimed at guiding ex-addicts and this gives a skewed picture of reintegration into other companies. It is easier for recovering addicts to work where colleagues and supervisors take their circumstances into account than when a new work environment is unaware of the addiction problem. A final methodological discussion point is that there might be a risk for a common method bias through, amongst others, only using a survey study and no other measures. In order to identify the presence of a common method bias, Harman's Single-Factor Test was applied (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Regarding the output, the maximum variance which is explained by a single component is 25.26. Thus, it can be assumed that the data does not suffer from the common method bias as the variance explained by a single factor is less than 50%, being the threshold.

The study also revealed a number of relevant points. A target group has been used that has not been researched much yet. It is a difficult, but interesting target group to investigate. There is a need to collaborate with the clinical discipline, since the recovery process also continues to play a role during the reintegration process. It is important to investigate the reintegration process of recovering addicts, because work protects against relapse and contributes to better mental health (Svikis et al., 2012; Webster et al., 2014; Richardson et al., 2010; Strickler et al., 2009). In addition, it is mandatory from the government to return to work as soon as possible after a person has dropped out (Ministerie van Sociale Zaken en Werkgelegenheid, 2014). The request for help can also come from an employer who wants his sick employee back as soon as possible and therefore asks for a coaching process. So quite a few individual and social interests are involved in the researched topic.

For future research, there are a number of interesting factors to consider. First, it is interesting to include work experience in the model. Research shows that people who have had a lot of work experience return more easily to work than people who have little or no work experience. This may be because they might have more cultural capital than people who have not been working for years and therefore fit better in the workfield (Hogue, Dauber, Dasaro, & Morgenstern, 2010; Strickler et al., 2009). However, in this current research, cultural capital did not appear to influence work reintegration. Yet previous research suggests that there is a relationship between cultural capital and work reintegration (Vanderplasschen & Vander Laenen, 2017). It could be investigated whether there is a

relationship between work experience and cultural capital and whether this contributes to sustainable work reintegration. There may be an interaction effect between goal-focused coaching and work experience. It may be that goal-focused coaching enhances the effect of work experience on cultural capital, because more learning moments are created through coaching and difficult situations are evaluated by the coach and client. The coach helps the coachee to familiarize him or her with the values and norms in the work field by giving clear feedback (Cox et al., 2018). It is also interesting to include stress in the model, since stress is a strong trigger for a relapse (Kosten, 2011). In this study, work pressure was included in the questionnaire for the dependent variable 'work reintegration', but it would be interesting to investigate stress as a predictive variable. Especially since social capital would act as a buffer against stress (Chen, 2006). Current research has not found a relationship between social capital and work reintegration, however it may be that the social capital has an indirect influence as it reduces stress. It could be investigated whether social capital acts as a moderator between stress and work reintegration, whereby social capital reduces the negative effect of stress on successful work reintegration. Finally, a longitudinal study is recommended to properly measure the impact of recovery capital on the reintegration process and the impact of goal focused coaching. With multiple measurements during the coaching process, it can be better investigated whether and how the capitals increase as a result of goal-focused coaching.

Practical implications focus on the goals of coaching in the reintegration process. The study has shown that Goal Focused Coaching has an impact on the reintegration process and on increasing recovery capital. The goals must be clear and measurable and set in consultation with the client, and the coach needs to structure the process. In addition, human capital turned out to have the most influence on work reintegration, so it is important to focus on this during the coaching process. To increase human capital, coaches and clients can, for example, work on building self-awareness, self-efficacy, hopes and resilience. Finally, intrinsic motivation can play a major role in success or failure. Goal Focused Coaching can contribute to intrinsic motivation, for example by letting the client participate in the decision-making process about the goals that are set.

To conclude, it can be stated that Goal Focused Coaching influences the reintegration process positively. It has a positive impact on capital recovery as well as a direct positive effect on sustainable work reintegration. Thus, coaches are advised to coach goal-focused, in order to run the reintegration process as good as possible.

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Appendix 1 – Informed Consent

Beste deelnemer,

Bedankt dat u mee wilt doen aan dit onderzoek en zo bij wilt dragen aan de kennis omtrent arbeids reïntegratie bij herstel(len)de verslaafden. Dit onderzoek wordt uitgevoerd in het kader van de master Sociale, Gezondheids- en Arbeidspsychologie aan de Universiteit van Utrecht. Het kan resulteren in praktische toepassingen voor het coachen van herstellende verslaafden die weer willen participeren op de arbeidsmarkt.

Na het invullen van de vragenlijst zullen de antwoorden vertrouwelijk en anoniem worden verwerkt. Uw privacy wordt gewaarborgd.

Het invullen van de vragenlijst duurt ongeveer 10 minuten. Uw deelname is vrijwillig. U kunt elk moment stoppen met uw deelname, zonder consequenties.

Wanneer u vragen heeft over het onderzoek, opmerkingen heeft, of het resultaat van het onderzoek graag wilt ontvangen, kunt u mij een mail sturen: a.l.m.baan@students.uu.nl.

U kunt hieronder aangeven dat u instemt met deelname aan dit onderzoek, door te klikken op 'Akkoord'. U verklaart dan ook het volgende:
- Ik heb het bovenstaande goed gelezen
- Ik ga akkoord met het deelnemen aan dit onderzoek en ga akkoord met het gebruik van de verzamelde data.

Bedankt voor het helpen bij het onderzoek!

Hartelijke groet,

Anneleen Baan

Appendix 2 – Questionnaire

Q2 Wat is uw geslacht?

○ Man

○ Vrouw

○ Anders, namelijk: _____

Q3 Wat is uw leeftijd?

○ Jonger dan 18 jaar

○ 18-25 jaar

○ 26-35 jaar

○ 36-50 jaar

○ 51-67 jaar

○ 67+

Q4 Wat is uw nationaliteit?

○ Nederlands

○ Anders, namelijk: _____

Q5 Wat is uw hoogst behaalde opleidingsniveau?

○ Lagere school

○ Mavo, lbo, vmbo

○ Havo, mbo

○ Vwo

○ Hbo

○ Wo

Q7 Ik ben verslaafd (geweest) aan:

☐ Alcohol

☐ Drugs

☐ Gokken

☐ Seks

☐ Werken

☐ Eten

☐ Beeldscherm

☐ Anders, namelijk: _____

Q8 Hoelang bent u in actieve verslaving geweest?

○ Minder dan 2 jaar

○ 2-5 jaar

○ 6-10 jaar

○ 11-20 jaar

○ 21-30 jaar

○ Meer dan 30 jaar

Q9 Hoelang bent u al clean?

○ Ik ben nog niet clean

○ Minder dan een jaar

○ 1-5 jaar

○ 6-10 jaar

○ 11-20 jaar

○ Meer dan 20 jaar

Social Capital

Q12 Hier volgen een aantal vragen over uw sociale steun. Probeer zo min mogelijk neutraal te zijn in uw antwoorden.

	Sterk mee oneens	Oneens	Neutraal	Mee eens	Sterk mee eens
Ik ben blij met mijn persoonlijke leven	○	○	○	○	○
Ik ben tevreden over mijn betrokkenheid bij mijn familie	○	○	○	○	○
Ik krijg veel steun van vrienden	○	○	○	○	○
Ik krijg de emotionele hulp en ondersteuning die ik nodig heb van mijn familie	○	○	○	○	○
Ik heb een speciaal persoon met wie ik mijn vreugde en verdriet kan delen	○	○	○	○	○
Ik ben trots op de gemeenschap waarin ik leef en ik heb het gevoel dat ik er deel uit maak (zoals een sociale groep, buurt of stad)	○	○	○	○	○
Ik vind het belangrijk om bij te dragen aan de samenleving en/of betrokken te zijn bij activiteiten die bijdragen aan mijn gemeenschap	○	○	○	○	○
Ik vind het belangrijk om te doen wat ik kan om andere mensen te helpen	○	○	○	○	○
Ik vind het belangrijk dat ik een bijdrage lever aan de samenleving	○	○	○	○	○
Mijn persoonlijke identiteit draait niet om drugsgebruik of drinken	○	○	○	○	○

Q23

	Sterk mee oneens	Oneens	Neutraal	Mee eens	Sterk mee eens
Ik ervaar veel steun van lotgenoten	○	○	○	○	○
Ik ga naar meetings	○	○	○	○	○
Ik maak deel uit van een zelfhulpgroep	○	○	○	○	○

Human Capital

Q13 Hier volgen een aantal vragen over werk. Wanneer u op dit moment geen werk heeft, probeer de antwoorden dan te geven over vrijwilligerswerk / een hobby die u op dit moment uitoefent.

	Sterk mee oneens	Oneens	Enigszins oneens	Enigszins mee eens	Mee eens	Sterk mee eens
Ik voel me zelfverzekerd wanneer ik over mijn werk praat	○	○	○	○	○	○
Ik heb vertrouwen in de doelen die ik voor mezelf stel op werkgebied	○	○	○	○	○	○
Op dit moment zie ik mezelf als behoorlijk succesvol op het werk	○	○	○	○	○	○
Als ik een tegenslag heb op het werk, heb ik moeite om ervan te herstellen en door te gaan	○	○	○	○	○	○
Als ik op het werk in de problemen zou komen, zou ik veel manieren kunnen bedenken om eruit te komen	○	○	○	○	○	○
Ik kan stressvolle dingen op het werk meestal goed relativeren	○	○	○	○	○	○
Ik kijk altijd naar de positieve kant van zaken met betrekking tot mijn werk	○	○	○	○	○	○
Als er op het werkgebied iets mis kan gaan bij mij, dan gebeurt dat ook	○	○	○	○	○	○
Ik kan me concentreren op mijn werk wanneer dat nodig is	○	○	○	○	○	○
Ik voel me fysiek goed genoeg om te werken	○	○	○	○	○	○

Cultural Capital

Q14

	Sterk mee oneens	Oneens	Enigszins oneens	Enigszins mee eens	Mee eens	Sterk mee eens
In sociale situaties kan ik mijn gedrag veranderen als ik denk dat dat nodig is	○	○	○	○	○	○
Ik kan goed inschatten welk gedrag er van mij verwacht wordt in een situatie	○	○	○	○	○	○
De waarden van de maatschappij en de waarden die ik zelf heb komen erg overeen	○	○	○	○	○	○
Ik voel weinig loyaliteit tegenover de maatschappij	○	○	○	○	○	○
Ik voel dat ik deel uitmaak van onze maatschappij	○	○	○	○	○	○
Andere mensen accepteren mij zoals ik ben	○	○	○	○	○	○
Ik kan mijn plek goed vinden in de maatschappij	○	○	○	○	○	○

Divergente vraag

Q16 Ik vind mezelf sportief

○ Sterk mee oneens

○ Mee oneens

○ Mee eens

○ Sterk mee eens

Goal Focused Coaching

Q23 Heeft u nu of eerder al een coach gehad die u hielp in het proces van terugkeren op de arbeidsmarkt?

○ Ik heb nu een coach

○ Ik heb eerder een coach gehad

○ Ik heb geen coach gehad

Q18 Hier volgen een aantal vragen over uw coach. Wanneer u op dit moment geen coach heeft, beeldt u dan de coach in die u heeft gehad en hoe u er op dat moment over dacht.

	Sterk mee oneens	Oneens	Enigszins oneens	Enigszins mee eens	Mee eens	Sterk mee eens
Mijn coach helpt mij effectief om mijn doelen te bereiken	○	○	○	○	○	○
Ik waardeer de tijd die we aan coachingsgesprekken besteden niet altijd	○	○	○	○	○	○
Ik voel me vrij om mijn eigen ideeën te presenteren tijdens coachgesprekken	○	○	○	○	○	○
Mijn coach laat zien dat hij/zij mij begrijpt door de dingen die hij/zij zegt	○	○	○	○	○	○
Aan het einde van een coachsessie heb ik altijd meer duidelijkheid over de problemen waar ik tegenaan loop	○	○	○	○	○	○
De doelen die we stellen bij het coachen zijn altijd haalbaar	○	○	○	○	○	○
De doelen die we stellen tijdens de coachgesprekken zijn erg belangrijk voor mij	○	○	○	○	○	○
De doelen die we stellen tijdens coachgesprekken zijn soms wat vaag	○	○	○	○	○	○
Mijn coach is erg goed in het helpen bij het ontwikkelen van duidelijke en eenvoudige actieplannen	○	○	○	○	○	○
Mijn coach besteedt meer tijd aan het analyseren van het probleem dan aan het samen ontwikkelen van oplossingen	○	○	○	○	○	○
Mijn coach vraagt mij altijd om te vertellen over de voortgang in het bereiken van mijn doelen	○	○	○	○	○	○

Q19 Het doel waar mijn coach en ik samen aan werken is gericht op: (meerdere antwoorden mogelijk)

☐ het vergroten van mijn netwerk en het verbeteren van mijn communicatieve vaardigheden (sociaal kapitaal)

☐ persoonlijke vaardigheden, ambities, emotionele stabiliteit, veerkracht, etc. (persoonlijk kapitaal)

☐ maatschappelijke waarden en normen, aanpassingsvermogen in sociale situaties, etc. (cultureel kapitaal)

☐ Anders, namelijk: _____

Sustainable Work Reintegration
Q21 Voor hoeveel procent bent u werkgeschikt?

○ Minder dan 20 % (minder dan 8 uur)

○ 20 - 50 % (8 tot 20 uur)

○ 51 - 70 % (21 tot 28 uur)

○ 71 - 90 % (29 tot 36 uur)

○ 91 - 100 % (37 tot 40 uur)

Q20 Heeft u op dit moment een baan?

○ Ja

○ Nee

Q22 Hoeveel procent bent u daadwerkelijk werkzaam?

○ Minder dan 20 % (minder dan 8 uur)

○ 20 - 50 % (8 tot 20 uur)

○ 51 - 70 % (21 tot 28 uur)

○ 71 - 90 % (29 tot 36 uur)

○ 91 - 100 % (37 tot 40 uur)

○ Meer dan 100% (meer dan 40 uur)

Q24 Hier volgen een aantal vragen over uw werk. Wanneer u geen leidinggevende heeft, kunt u de vragen die daarover gaan overslaan.

	Sterk oneens	Oneens	Mee eens	Sterk mee eens
Mijn werkdruk is hoog	○	○	○	○
Ik voel me thuis op mijn werk	○	○	○	○
Ik heb veel plezier in mijn werk	○	○	○	○
Ik moet teveel doen op mijn werk	○	○	○	○
Ik zou voor geen goud van baan willen veranderen	○	○	○	○
Ik werk onder grote tijdsdruk	○	○	○	○
Mijn leidinggevende heeft begrip voor mijn situatie	○	○	○	○
Mijn baan is afwisselend en stimulerend	○	○	○	○
Ik voel me gewaardeerd door mijn leidinggevende	○	○	○	○
Mijn huidige baan biedt mij voldoende uitdagingen	○	○	○	○
Ik krijg veel steun van mijn collega's	○	○	○	○
Ik ben tevreden met mijn arbeidsvoorwaarden	○	○	○	○
Mijn werk levert mij veel stress op	○	○	○	○
Door mijn werk blijft er te weinig tijd over voor mijn herstelproces	○	○	○	○
Ik voel me gewaardeerd door mijn collega's	○	○	○	○
Ik denk erover om ander werk te zoeken	○	○	○	○

Om mijn dagtaak af te krijgen, moet ik heel hard werken	○	○	○	○
Het niveau van mijn werktaken is precies goed voor mij	○	○	○	○

Q26 Hoelang werkt u al bij uw huidige baan?

○ Minder dan een jaar

○ 1-3 jaar

○ 4-6 jaar

○ meer dan 6 jaar

Q25 In welke sector bent u werkzaam?

○ Toerisme, recreatie en horeca

○ Transport en logistiek

○ Techniek, productie en bouw

○ Onderwijs, cultuur en wetenschap

○ Media en communicatie

○ Landbouw, natuur en visserij

○ ICT

○ Gezondheidszorg en welzijn

○ Handel en dienstverlening

○ Justitie, veiligheid en openbaar bestuur

○ Anders, namelijk: _____

Tot slot nog twee vragen waarin u uw eigen ervaringen kwijt kunt:

Q27 Welke belemmeringen heeft u ervaren tijdens uw reïntegratie op de arbeidsmarkt?

_____

_____

_____

Q28 Welke factoren hebben u juist geholpen in uw reïntegratie op de arbeidsmarkt?

_____

_____

_____