



A Study Examining the Impact of Job Coaching Procedures on Career Sustainability of Young Professionals with a Work Handicap and the Mediating Role of Person-Job Fit.

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Abstract

As labour participation is not always a certainty for people with a work handicap, a sustainable career becomes increasingly important. This research is conducted in close collaboration with Stichting Studeren en Werken Op Maat which is an organisation that focuses on facilitating sustainable careers for Young Professionals with a distance to the labour market. In this process, the job coaching procedure they provide could be beneficial to attain this goal. The present study is therefore focused on the role of this job coaching procedure in achieving a sustainable career. Furthermore, it was investigated whether the person-job fit mediated this relationship. The data of this mixed-method study were collected by means of interviews and surveys which were analysed thoroughly. The results present that the person-job fit is not mediating the relationship between the job coaching procedure and career sustainability. However, it does play a significant role in achieving a sustainable career. Furthermore, regarding the quantitative results, the only relevant positive relationship is between the frequency of job coaching and work productivity. Contrarily, both the Young Professionals and the job coaches indicated they perceived the relationship between job coaching and the person-job fit to be positive. Next to that, an indirect relationship was identified with the indicators of career sustainability.

Keywords: Career sustainability, Person-job fit, Job coaching, Work handicap.

Introduction

Labour participation is a relevant indicator of the general well-being and health of all individuals (Waddell & Burton, 2006). While being employed has many benefits for the whole population, participating in the labour market may especially be beneficial for the life satisfaction of people with a disability. Employment does not only increase financial security, it could also reduce isolation of people belonging to this minority group as participating in a work environment contributes to the social life of employees (Schur, 2002). This provides them with an opportunity to better integrate and participate in mainstream society (Schur, 2002). Furthermore, organizations that reserve jobs for this target group are relatively scarce in the Netherlands (Vooijs et al., 2019). Additionally, when people with a work handicap obtained a job, this is often short-term because organizations generally struggle with establishing a sustainable career for this target group (Vooijs et al., 2019). Achieving a sustainable career is therefore especially important for people with a work handicap as every failed placement has an influence on their self-confidence and motivation (Vooijs et al., 2019). The aim of this thesis is therefore to study career sustainability of people with a work handicap and whether a person's fit within the job plays a role in this process. This is referred to as the person-job fit.

SWOM

The present research was done in close collaboration with Stichting Studeren en Werken Op Maat (SWOM) which is an organisation that coaches highly educated people with a work handicap, whom they refer to as "Young Professionals", during their career. Their main objective is to contribute to a more inclusive labour market by providing an opportunity to a sustainable career. One of the services they provide is a coaching procedure before and during the start of the career of these Young Professionals. As sustainable careers are challenging to achieve, job coaching procedures can be beneficial in this process. A job coach can benefit both employee and employer by means of coordinating a pleasant start of a career. For instance, in terms of discussing labour conditions, workload, and mutual facilitation of the needs of both parties. The coaching regards the development of personal qualities and addressing pitfalls and goals of the Young Professional before and during their job. The procedure consists of a few components which are personally modified for every Young Professional, including evaluation conversations and a toolbox. The toolbox consists of various trainings and tools the coaches of SWOM could offer the Young Professional when necessary. Examples are trainings to reduce procrastination, improve business communication or improve assertiveness. Furthermore, the quantity of meetings is also personally adjusted for every Young Professional. The standard duration of a job coaching track is half a year, which could be extended when necessary.

Career sustainability

A sustainable career is defined by Van der Heijden and de Vos (2015) as: “*the sequence of an individual’s different career experiences, reflected through a variety of patterns of continuity over time, crossing several social spaces, and characterised by individual agency, herewith providing meaning to the individual*”. Indicating that sustainable careers are concerned with career management by focusing on individual and contextual factors over time (Van der Heijden et al., 2020). Career sustainability can be operationalised by three indicators, which are happy, productive, and healthy (de Vos et al., 2020). In this study, these three aspects are conceptualised by work engagement, work productivity, and work ability respectively.

Work engagement is conceptualised by Schaufeli and Bakker (2010) as a positive and active state that is often characterised as dedicated, vigorous, and absorbed. Dedication implies a strong involvement in one’s work and experiencing enthusiasm, significance, pride, and inspiration. Vigour refers to high levels of energy and flexibility during work. Lastly, absorption is considered to be a combination of the level of focus, the sense of time passing by quickly and the difficulty of detaching oneself from work. The former two are considered as the antipodes of exhaustion and cynicism, which are the two main characteristics of burnout (Schaufeli and Bakker, 2010). This indicates that work engagement could be identified as the opposite of burnout as the symptoms of the two concepts are contradicting (Schaufeli and Bakker, 2010). Additionally, as proposed by Lu et al. (2014) work engagement is positively associated with the performance of employees which contributes to a sustainable career.

Furthermore, work productivity is proposed as the job performance as well as the career potential of the employee (Van der Heijde & Van der Heijden, 2006). Within work environments, demands are constantly changing, and employees are individually developing in terms of their abilities. This dynamic interaction between individual development of the employee and changes in context over time influences the job performance of the employee (de Vos et al., 2020). Thus, when the performance of an employee is meeting the demands of the employer at a certain point in time, it does not guarantee this will remain in the future. Due to this fluctuating relationship, a sustainable career cannot constantly be guaranteed.

Moreover, work ability is referred to as the capability of the worker to do and keep doing one’s work (Vollmer & Deller, 2018). With the risk of dropping out because of health issues, the importance of this aspect of a sustainable career becomes evident. To further illustrate the concept of health, both physical as well as mental health are considered. Physical health is affected by physical demands which can influence the sustainability of a career over time due to physical deterioration (de Vos et al., 2020). The effect over time can become evident when

the physical condition of the employee becomes a burden to perform well at their job. Regarding mental health, conservation of resources (COR) theory proposes that the perceived difficulty of achieving goals toward which employees strive, leads to stress (Hobfoll, 2001). Furthermore, extended exposure to work related stress proposes a risk to the psychological syndrome of burnout (Khamisa et al., 2016). COR theory assumes that various key resources are necessary to achieve a desired state, for instance career sustainability (Barthauer et al., 2020). From this perspective, mental health issues like burnout reduce the required resources needed to achieve and maintain a sustainable career (Barthauer et al., 2020).

Person-job fit and job context

The person-job fit is focused on the compatibility between an individual and their job or the tasks they perform at this job (Lu et al., 2014). This concept is operationalised by two types of fit in this study, the demands-abilities fit, and the needs-supplies fit. The former is associated with the match between the demands of the job and the abilities, knowledge, and skills of the employee whereas the latter focuses on the employee's needs and the match with the resources supplied by the firm (Lu et al., 2014). Relatedly, the job context is concerned with the characteristics of the company's setting, including the job demands and resources. The revised Job Demands-Resources (JD-R) model explains the two processes of which job demands and resources lead to work outcomes through burnout and work engagement (Schaufeli & Taris, 2014). The work outcomes include health, which is connected to work ability, and productivity. The health impairment process considers that high job demands lead to burnout which in turn affects the work outcomes negatively. Oppositely, the motivational process supposes abundant job resources have a positive effect on work engagement which in turn influences health and productivity positively (Schaufeli & Taris, 2014). The job context needs to enable employees to use and develop their abilities and skills comprehensively to foster the motivational process (Schaufeli, 2011). Thus, by evaluating the job context an employer could improve the person-job fit by meeting the needs of the employee and encouraging work engagement. As a result, this could enhance career sustainability. Job demands and resources are therefore included in this study as this context can influence the aspects of a sustainable career of Young Professionals. Furthermore, the opportunity to achieve and maintain a sustainable career is dependent on both the capability of the employee as well as the extent to which the organization enables it (Schaufeli, 2011). Concluding, one of the key mechanisms to achieving career sustainability is the shared responsibility of employees and employers (Van der Heijden & de Vos, 2015; Kossek & Ollier-Malaterre, 2020).

The present study

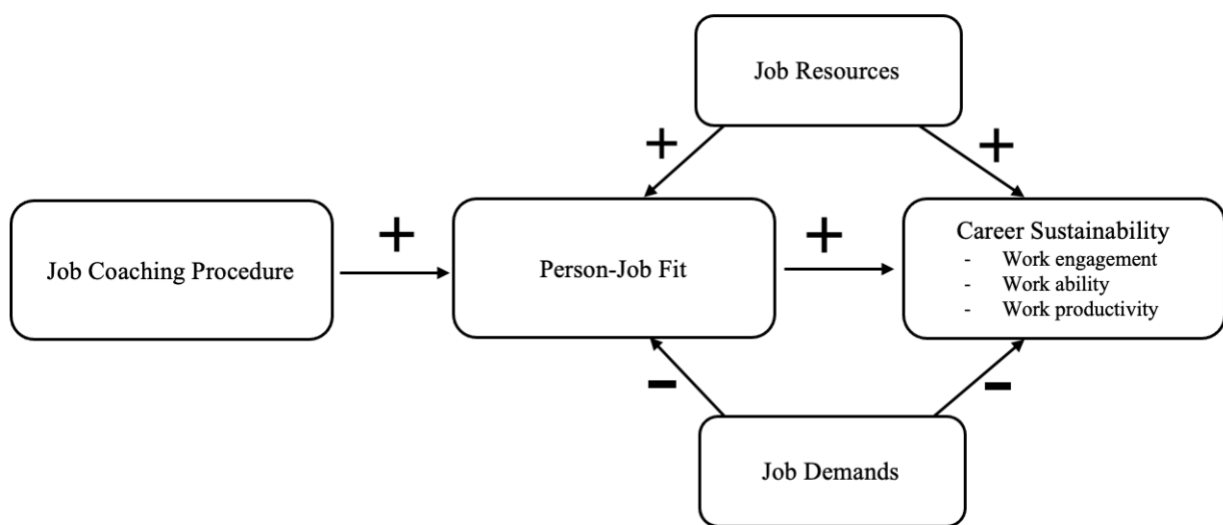
In this research, it will be investigated whether the person-job fit is mediating the relationship between the job coaching procedure and the indicators of career sustainability of the target group. This will be studied as job coaching can improve the person-job fit that in turn influences career sustainability (Schaufeli, 2011). Within this study several factors of the coaching procedure are accounted for, and the aim was to determine which factors contribute to a good person-job fit and a sustainable career. The data were collected at SWOM, so the Young Professionals who obtained a job through their channels and received job coaching at SWOM form the target group. The practical relevance of this study is that it is useful, especially for SWOM, to develop and improve job coaching procedures. Additionally, current research lacks clarity about the effect of job coaching on the career sustainability of employees. Mallee et al. (2018) indicated further research is needed concerning the effectivity of job coaching and the aspects of this support that influence the sustainability. Furthermore, it was indicated by Theeboom et al. (2014) that further research to the effectiveness of coaching could be beneficial for the improvement as well as development of coaching interventions. In addition, they imply current research could be enhanced by gaining insights into the coaching procedures, and developmental interactions like trainings (Theeboom et al., 2014). This study will examine these aspects and the effects.

Research model and hypotheses

Figure 1 presents the research model that was used as a guideline for the study. The model is proposed to provide an answer to the research question: “*What aspects of job coaching procedures contribute to a good person-job fit of Young Professionals with a work handicap in order to achieve a sustainable career operationalised by work ability, engagement, and productivity?*”.

Figure 1

Research model



The following hypotheses are proposed:

H1: Young Professionals who obtained an intensive job coaching procedure experience more work engagement, productivity, and ability in their job than Young Professionals who obtained a less intensive job coaching procedure.

H2: Person-job fit is positively associated with the three career sustainability indicators, work engagement, productivity, and ability.

H3: Job resources have a positive relationship with the variables person-job fit and career sustainability of Young Professionals

H4: Job demands have a negative relationship with the variables person-job fit and career sustainability of Young Professionals

H5: The person-job fit mediates the relationship between the job coaching procedure and the indicators of a sustainable career.

Method

Procedure

The present research made use of a mixed method design meaning that both qualitative and quantitative data were included. This design was chosen to provide more depth in the research. The quantitative data was collected through a retrospective questionnaire. This survey (Appendix A) was composed and conducted by means of Qualtrics. The sample was first sent an email with a request to participate in the research. Afterwards, they were reminded by a follow-up email as well as a telephone call to increase the respond rate. Furthermore, eight semi-structured interviews (Appendix B) were conducted online via Zoom.us.

The study was ethically approved as it concerns a vulnerable target group. This study is part of a recently approved research line for which the questionnaire used for the present study will form the baseline.

Participants

The sample of the survey consisted of individuals with a work handicap who received job coaching by job coaches of SWOM. Furthermore, these Young Professionals obtained a job through SWOM. Due to the specificity of the target group, the required sample size was not reached. 223 Young Professionals were approached to participate. A total of 97 responses were recorded. However, 57 participants completed the survey in a way the data were usable for the analyses. The interviews were conducted with four participants of the survey to form an overview of their job context and their experience with the job coaching. All interviewed participants had a different work handicap to provide a diverse sample. Additionally, four job coaches of SWOM were interviewed to obtain information about the procedures and what their perceived effect of job coaching is. To diversify the data, the experience of the job coaches ranges from 2 months to over two and a half years on the moment the interviews were conducted.

Measures

The dependent variable is the career sustainability of Young Professionals with a work handicap operationalised by work ability, engagement, and productivity. The independent variables are job coaching procedure and job context. The relationship between the indicators of career sustainability and the job coaching procedure was expected to be mediated by person-job fit. And lastly, the demographic variables included in the study were gender, age, educational level, and disability type.

Work ability was assessed by using two main items of the Workability Index (WAI) of Tuomi et al. (1998). These items were “*I am well able to work*” and “*My health condition does*

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not allow me to work” which were measured on a 5-point Likert scale ranging from completely disagree to completely agree. Furthermore, the item that measured the perception of the participant of their own ability to work on a scale from one to ten was deleted since it did not record any data in the online survey tool. The scale of the second item was reversed to ensure the values of the two items correspond. The internal consistency of the scales was insufficient ($\alpha=.48$) even though the items showed an inter-item correlation of .314. It was decided to keep the first item as the generality of this item is more useful for this study.

Work engagement was assessed by the shortened version of the Utrecht Work Engagement Scale (UWES) by Schaufeli et al. (2006). The nine-item UWES included statements as “*At my work, I feel bursting with energy*” and “*My job inspires me*”. The participants indicated the frequency of these statements on a scale from 1 (never) to 7 (every day). The scale showed a good internal consistency with a Cronbach’s alpha of .91.

Work productivity was measured by a subscale consisting of selected items of the Individual Work Performance Questionnaire (Koopmans et al., 2013). This variable was measured by seven items including “*You achieve the goals of your function*” and “*You can handle more than is expected of you*”. The items were measured at a 5-point Likert scale ranging from completely disagree to completely agree. A Cronbach’s alpha of .88 was shown which indicates a good internal consistency of this scale.

Job coaching procedure was measured by indicators specific for the job coaching of SWOM. Job coaching intensity in terms of the number of sessions per period of time and the used trainings and tools during the sessions were accounted for. Furthermore, the measures included items focused on the length of each session and how long the Young Professional made use of the service. Unfortunately, these items did not record any data during the data collection and thus were removed from the dataset.

Job context was divided into job demands and job resources. The job demands that were measured are workload, mental demands, and physical demands. On the other hand, the job resources included in this research were autonomy, social support, and growth opportunities. These six aspects were measured by the adapted items of the “Vragenlijst Beleving en Beoordeling van de Arbeid (VBBA)” by Veldhoven et al., (1997). “*My co-workers help me with tasks when that’s necessary*” and “*Do you need to process a lot of information*” are examples of included items. The items were adapted as the original survey is protected by copyright. The item “*Do you have enough time to finish your work?*” was reverse coded after which the scale of workload still showed a low internal consistency ($\alpha=.58$). Therefore, it was

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decided to delete this item resulting in an acceptable internal consistency ($\alpha=.69$). Furthermore, the items *“In your job, do you find yourself in emotionally charged situations?”* and *“Do you have to deal with matters that affect you personally in your job?”* were deleted from the scale measuring mental demands. This resulted in an increase in the internal consistency from $\alpha=.64$ to $\alpha=.72$. As the previously mentioned items could be classified as emotional demands, it was tested whether these could form a separate scale. However, this was not detected by means of a factor analysis and the items had a low internal consistency ($\alpha=.45$). The scale of physical demands showed a low internal consistency ($\alpha=.48$). Therefore, it was decided to delete the item *“Is your work physically strenuous for you?”* resulting in a good internal consistency ($\alpha=.73$). Moreover, the scales of autonomy, social support, and growth opportunities showed good internal consistencies with $\alpha=.76$, $\alpha=.88$, and $\alpha=.86$ respectively.

Person-job fit was measured by two aspects of the Fit Scan by Schaufeli (2011). Consisting of 10 items. This measure is associated with two types of fit, the demands-abilities fit (D-A fit), and the needs-supplies fit (N-S fit), which have 5 measurement items each. The former includes measures as *“My current knowledge and skills fit my current job”*, whereas the latter includes *“My job fits me well”* and *“I cannot imagine another job that fits me better than my current one”*. These were measured at a 5-point Likert scale ranging from completely disagree to completely agree. A factor analysis showed two constructs, one for the D-A fit and one for the N-S fit, which resulted in the decision to analyse them separately. They both showed a good internal consistency of $\alpha=.88$ and $\alpha=.87$ respectively.

Power analysis

By means of a power analysis using G*Power 1.3, the sample size was determined. Based on hypothesis 1, a power of 0.8 was proposed. An effect size of approximately 0.052 and an alpha of 0.05 was added resulting in a required sample size of 114 participants (N=114).

Data analysis

The analysis of the data was done by using SPSS Statistics 28. Firstly, incomplete, and irrelevant data were removed from the dataset. Concerning the quantitative data, by means of two hierarchical regression analyses, hypotheses 1-4 were tested. Furthermore, to test the mediation relationship indicated by hypothesis 5, a mediation regression analysis was done by means of the PROCESS tool (Hayes, 2017). The interviews were recorded, transcribed, and relevant quotes were deducted (Appendix C). Furthermore, the qualitative data was analysed by means of finding similarities as well as differences to compare between the interviews with the participants and coaches.

Results

Demographics

In table 1 the demographic statistics are presented. From a total of 57 participants, 32 (56%) were men and 25 (44%) were women. The age of the participants ranges from 25 to 54 years old, with an average of 34. Furthermore, the majority of the sample (N=46) is highly educated and obtained a university or university of applied sciences (Hbo) diploma. In addition, four participants only finished high school and seven YPs finished their secondary vocational education (Mbo). As the work handicap item was a multiple response item, 44 participants indicated they have one type of work handicap, 12 participants indicated they have two types, and one participant indicated he or she has three different types. The majority of the participants indicated they have a psychological work handicap of which the most commonly mentioned disability in this category was autism spectrum disorder.

Table 1

Variables		N	Percent
Gender	Female	25	56.1%
	Male	32	43.9%
Age	Mean=34		
	Std. deviation=6.16		
Finished education	High school	4	7.0%
	Mbo	7	12.3%
	Hbo	22	38.6%
	University	24	42.1%
Kind of work handicap	Physical	2	3.5%
	Chronic illness	9	15.8%
	Sensory	3	5.3%
	Psychological	27	47.4%
	Mentally	3	5.3%
Multiple work handicaps	Physical & chronic illness	3	5.3%
	Physical & sensory	1	1.8%
	Physical & psychological	7	12.3%
	Psychological & mentally	1	1.8%
	Physical & chronic illness & psychological	1	1.8%

Preparatory analysis

Table 2 shows the means, standard deviations, and correlation coefficients of all variables. Some significant correlations between the variables are remarkable and worthy to mention.

The variable work engagement was highly, positively, and significantly correlated with the two variables measuring the person-job fit. Work productivity correlated positively and significantly with the demands-abilities fit, however it had no significant relationship with the needs-supplies fit. And work ability did not correlate with either of the two constructs. However, noteworthy is the correlation between physical demands and work ability which was negative and significant. Furthermore, it is remarkable that the three job resources, autonomy, social support, and growth opportunities were highly correlated with each other whereas the only significant correlation between the job demands was moderate. Which was between workload and mental demands. Additionally, the job coaching procedure did not significantly relate to the person-job fit nor to the outcome variables. The only relationship of the job coaching aspects was the significant positive correlation between the frequency of job coaching sessions and workload.

Moreover, the mean of physical demands is remarkable, which was rather low (below 2 on a five-point scale) compared to the means of mental demands and workload. Additionally, the means of work engagement, work ability, and the two aspects of the person-job fit were relatively high. Furthermore, the means of the frequency of trainings and tools were also remarkably low as apparently several participants did not have any training or tool.

Table 2*Pearson's r*

Variables	Scale range	Mean	Std. Deviation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1 Gender	1-2	1.44	.50																	
2 Age	18-54	33.88	6.16	-.07																
3 Education	1-6	5.16	.90	.16	-.03															
4 Frequency JC sessions	1-5	2.79	1.21	-.11	.03	-.02														
5 Trainings	0-5	.46	.54	-.17	-.20	.18	-.13													
6 Tools	0-8	.53	.73	-.14	-.07	.09	-.01	-.07												
7 Work Engagement	1-7	5.42	1.08	-.14	.05	-.17	-.19	.10	.02											
8 Work Productivity	1-5	3.02	.48	-.01	.27*	-.10	.20	-.12	.10	.44**										
9 Work Ability	1-5	4.14	.74	.07	-.13	-.11	-.01	-.21	-.07	.29*	.31*									
10 Needs-supplies Fit	1-5	3.58	.75	.05	.16	.02	-.09	.08	-.05	.60**	.24	-.04								
11 Demands-abilities Fit	1-5	3.79	.64	.04	.01	-.06	-.02	.03	.09	.54**	.61**	.25	.43**							
12 Workload	1-5	2.39	.71	-.15	-.06	-.10	.32*	.03	.10	.06	-.08	-.15	.18	.13						
13 Mental Demands	1-5	3.15	.63	.18	.03	-.03	.01	.02	.07	.37**	.45**	.06	.28*	.50**	.34**					
14 Physical Demands	1-5	1.23	.47	-.39**	.04	-.11	.07	-.09	-.08	-.07	-.12	-.35**	.11	-.10	.07	-.16				
15 Autonomy	1-5	3.25	.72	.09	.02	.06	-.17	.00	-.20	.22	.20	-.17	.37**	.12	.02	.13	.11			
16 Social Support	1-5	3.55	.79	.02	.03	-.08	.04	-.01	-.08	.24	.34*	-.02	.36**	.25	-.02	.17	-.06	.58**		
17 Growth Opportunities.	1-5	3.53	.89	.05	.05	-.01	.00	.02	-.10	.34**	.29*	.00	.50**	.16	-.05	.19	.13	.44**	.56**	

Notes. Gender: 1=male, 2=female. Trainings and tools: frequency of selected

** . Correlation is significant at the 0.01 level.

* . Correlation is significant at the 0.05 level.

Hypothesis testing

Hierarchical regression analyses

For the three aspects of the dependent variable, different hierarchical multiple regression analyses were run to test hypotheses 1 until 4. The results of the former two are presented in table 3 and those of the latter in table 4. Regarding the first regression model, no noteworthy relationships between the demographic variables and the outcome variables were identified. Only age was significantly related to work productivity ($\beta = .27, p < .05$), which indicates when the Young Professionals get older, they reported higher productivity.

Hypothesis 1: “Young Professionals who obtained an intensive job coaching procedure experience more work engagement, productivity, and ability in their job than Young Professionals who obtained a less intensive job coaching procedure”. According to the third regression model, the only significant relationship was between the frequency of job coaching sessions and work productivity ($\beta = .34, p < .01$). Indicating that Young Professionals reported higher work productivity when they received job coaching more frequently. No other significant relations were identified. Hypothesis 1 can therefore be partially accepted.

Hypothesis 2: “Person-job fit is positively associated with the three career sustainability indicators, work engagement, productivity, and ability”. Based on the fourth regression model, it became evident the demands-abilities fit was significantly related to work productivity, and work ability ($\beta = .53, p < .001$; $\beta = .36, p < .05$ respectively). This implies that the Young Professionals perceived their work productivity and ability as higher when their skills and knowledge fit the demands of the job better. Furthermore, the needs-supplies fit was only related to work engagement ($\beta = .47, p < .001$), meaning that when the needs of the participant were met by the resources of the employer, they reported more work engagement. The change in R-squared was significant for engagement and productivity ($\Delta R^2 = .23, p < .001$; $\Delta R^2 = .17, p < .001$ respectively). Meaning, the person-job fit accounted for 23% of additional variance in work engagement, and for 17% in work productivity. Therefore, hypothesis two can be partially accepted.

Hypothesis 3: “Job resources have a positive relationship with the variables person-job fit and career sustainability of Young Professionals”. Regarding the relationship between job resources and the outcome variables, no significant results were identified. When evaluating table 4, only growth opportunities were significantly ($\beta = .36, p < .05$) related to the needs-supplies fit. This implies that when a participant perceived more growth opportunities at their employer, they also indicated a better needs-supplies fit.

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Hypothesis 4: “Job demands have a negative relationship with the variables person-job fit and career sustainability of Young Professionals”. The relationship between job demands and the outcome variables was tested in the fourth step of the regression. Work engagement and productivity were positively significantly related to mental demands ($\beta = .36, p < .05$; $\beta = .49, p < .001$ respectively), which was opposing the expectation of negative relationships. This is implying Young Professionals reported more work engagement and productivity when work demands expand. Furthermore, as hypothesised, physical demands had a negative relationship with work ability ($\beta = -.37, p < .05$). However, no other significant relations were identified. Moreover, when evaluating table 4, only mental demands were significantly ($\beta = .50, p < .001$) related to the demands-abilities fit. Which is opposing the hypothesised direction.

Additionally, the change in R-squared was significant for work productivity ($\Delta R^2 = .33, p < .01$), and for work engagement ($\Delta R^2 = .28, p < .01$), meaning job demands and resources account for an additional 33% and 28% of variance in these variables. Similarly, the change in R-squared was significant for the needs-supplies fit ($\Delta R^2 = .33, p < .01$), and for the demands-abilities fit ($\Delta R^2 = .28, p < .01$). Concluding, hypothesis three and four can be partially accepted. Because for both hypotheses one relation was significant, and the total added variances were also significant.

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Table 3
Hierarchical multiple regression; standardised coefficients

Independent variables	β	Work engagement	Work productivity	Work ability
<i>Regression 1</i>				
Gender		-.11	.03	.08
Age		.03	.27*	-.13
Education		-.15	-.10	-.13
	R ²	.04	.08	.04
<i>Regression 2</i>				
Gender		-.23*	-.16	-.10
Age		.00	.22	-.14
Education		-.16	-.08	-.15
Workload		-.10	-.25	-.18
Mental demands		.36*	.49***	.08
Physical demands		-.20	-.11	-.37*
Autonomy		.16	.03	-.15
Social support		-.10	.16	-.05
Growth opportunities		.30	.09	.13
	R ²	.31	.40	.22
	Δ R ²	.28**	.33**	.18
<i>Regression 3</i>				
Gender		-.24	-.13	-.15
Age		.02	.19	-.17
Education		-.15	-.12	-.15
Workload		-.02	-.38**	-.21
Mental demands		.37*	.52*	.05
Physical demands		-.21	-.12	-.35*
Autonomy		.10	.14	-.14
Social support		-.05	.09	-.06
Growth opportunities		.25	.07	.19
JC frequency		-.15	.34**	.01
Trainings		.18	-.04	-.21
Tools		.02	.11	-.00
	R ²	.37	.50	.25
	Δ R ²	.05	.09	.04
<i>Regression 4</i>				
Gender		-.29*	-.13	.02
Age		.02	.20*	-.15
Education		-.17	-.09	-.13
Workload		-.13	-.34**	-.20
Mental demands		.17	.24*	-.14
Physical demands		-.22	-.08	-.32*
Autonomy		.07	.17	-.13
Social support		-.15	-.00	-.13
Growth opportunities		.12	.16	.22
JC frequency		-.10	.31**	.00
Trainings		.03	-.15	-.30
Tools		.01	.09	-.02
N-S fit		.47***	-.11	.00
D-A fit		.25	.53***	.36*
	R ²	.60	.67	.34
	Δ R ²	.23***	.17***	.09

Note. * $p < .05$; ** $p < .01$; *** $p < .001$

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Table 4

Hierarchical multiple regression; unstandardised coefficients

Independent variables	β	Needs-supplies fit	Demands-abilities fit
<i>Regression 1</i>			
Gender		.06	.05
Age		.16	.01
Education		.02	-.07
	R ²	.03	.07
<i>Regression 2</i>			
Gender		.05	-.06
Age		.15	-.01
Education		.05	-.03
Workload		.17	-.05
Mental demands		.12	.50***
Physical demands		.07	-.03
Autonomy		.14	-.03
Social support		.07	.19
Growth opportunities		.36*	-.02
	R ²	.35	.28
	ΔR^2	.33**	.28**
<i>Regression 3</i>			
Gender		.10	.02
Age		.17	.01
Education		.06	-.04
Workload		.24	-.03
Mental demands		.13	.54***
Physical demands		.06	-.06
Autonomy		.09	-.04
Social support		.11	.20
Growth opportunities		.32*	-.10
JC frequency		-.12	.03
Trainings		.18	.24
Tools		-.01	.05
	R ²	.40	.33
	ΔR^2	.04	.05

Note. * $p < .05$; ** $p < .01$; *** $p < .001$

Mediation regression analyses

To test hypothesis 5, the PROCESS tool (Hayes, 2017) was used to perform a mediation regression analysis. This analysis was according to a parallel mediation model as the person-job fit consists of two components. The analyses were conducted with 5000 bootstrap samples and the outcomes are presented in table 5.

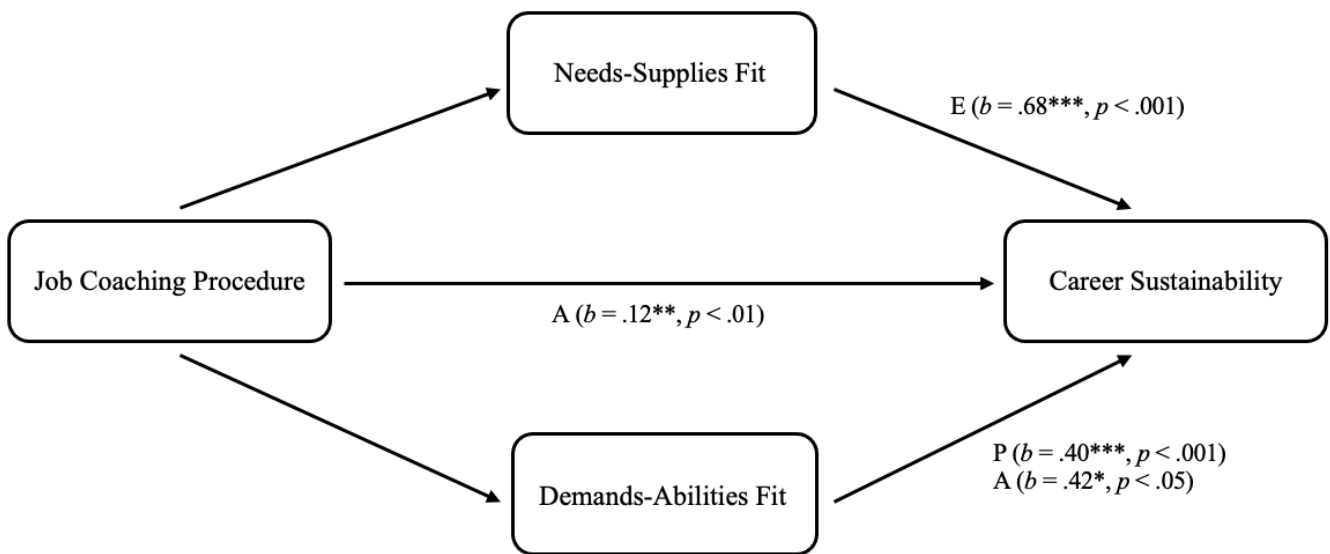
When analysing the output, it became evident no mediation relationships were identified. This resulted in the rejection of hypothesis five: “The person-job fit mediates the relationship between the job coaching procedure and the indicators of a sustainable career”. A possible explanation could be the lack of power due to the small sample size.

The results of this regression are in line with the results presented above. The relationships within the model can be found in figure 2.

Figure 2

Mediation model Work engagement (E), productivity (P), and ability (A)

Note. A = Job coaching frequency; B = Trainings; C= Tools



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Table 5

Mediation regression; unstandardised coefficients

Outcomes Work engagement (Y1)

Job coaching procedure (X)	Mediator (M)	Total effect	X > M	M > Y1	Direct effect X > Y \ M	Indirect effect X > M > Y1	Mediation
Job coaching frequency	N-S fit	-.13	-.07	.68***	-.09	-.05	No
Trainings	N-S fit	.36	.25	.68***	.07	.17	No
Tools	N-S fit	.03	-.01	.68***	.02	-.00	No
Job coaching frequency	D-A fit	-.13	.02	.42	-.09	.01	No
Trainings	D-A fit	.36	.29	.42	.07	.12	No
Tools	D-A fit	.03	.04	.42	.02	.02	No

Outcomes Work productivity (Y2)

Job coaching procedure (X)	Mediator (M)	Total effect	X > M	M > Y2	Direct effect X > Y2 \ M	Indirect effect X > M > Y2	Mediation
Job coaching frequency	N-S fit	.13**	-.07	-.07	.12**	.01	No
Trainings	N-S fit	-.04	.25	-.07	-.13	-.02	No
Tools	N-S fit	.07	-.00	-.07	.06	.00	No
Job coaching frequency	D-A fit	.13**	.02	.40***	.12**	.01	No
Trainings	D-A fit	-.04	.29	.40***	-.13	.12	No
Tools	D-A fit	.07	.04	.40***	.06	.02	No

Outcomes Work ability (Y3)

Job coaching procedure (X)	Mediator (M)	Total effect	X > M	M > Y3	Direct effect X > Y3 \ M	Indirect effect X > M > Y3	Mediation
Job coaching frequency	N-S fit	.01	-.07	.00	.00	-.00	No
Trainings	N-S fit	-.30	.25	.00	-.42	.00	No
Tools	N-S fit	-.00	-.00	.00	-.02	.00	No
Job coaching frequency	D-A fit	.01	.02	.42*	.00	.01	No
Trainings	D-A fit	-.30	.29	.42*	-.42	.12	No
Tools	D-A fit	-.00	.04	.42*	-.02	.02	No

Note. * $p < .05$; ** $p < .01$; *** $p < .001$

Qualitative data analysis

Job coaching experience. All four Young Professionals indicated they positively experienced their job coaching procedure. The main reason they provided was that they found it valuable to have a neutral contact to evaluate aspects of their job as well as their functioning at work with. *“It is nice to have someone that I can discuss things with. Things like evaluating about what is going well and what can go better. And about the contact with the manager and co-workers”*. When comparing the interviews with the Young Professionals and those with the job coaches the perceived value of the sessions is comparable. This indicates the expectations of the sessions of both parties correspond. Furthermore, all job coaches indicated they clearly notice personal growth of the Young Professionals during most job coaching procedures. Correspondingly, three of the four Young Professionals supported this about their perceived ability to work. *“I think it has grown with help of the job coaching. In the beginning I needed a little more attention, but I am growing and still learning”*.

Trainings and tools. The views with regard to the trainings and tools used during the job coaching sessions correspond. Both the Young Professionals and job coaches perceived the effects as positive. Three of the Young Professionals had the interview training of which they experienced effect during their actual job interviews. *“It was really helpful to experience this in practice. This helped me during my job interview because it went more naturally”*. Additionally, the job coaches also indicated the interview training is the predominant one. Next to the interview training, most coaches indicated that they provide tools from the trainings during the sessions when think they are necessary; *“I use them more as tools so the Young Professionals can work with them in their own time. (...) I don't use the trainings from the toolbox in its entirety”*. Moreover, the prevalent goal of the trainings and tools that was mentioned by the coaches was gaining self-confidence, which was confirmed by the Young Professionals. One coach also mentioned that in order for them to make more use of the trainings and tools they should be easier to access within the Google Drive in terms of structure.

Most important part. A returning subject during all interviews was the importance of support and assistance of the job coaches during the first phase of the new job of the Young Professionals. This indicates that after the Young Professionals are accepted in a new function, the role of the job coaches is most critical. This corresponds with the insights from the interviews, for instance one coach mentioned: *“The support during the beginning is very important for the sustainability in the long-term. When the foundation is good, it is possible to build from there. They get more connection with the work, know where to go when they have a question, know what they have to do regarding their tasks, etcetera”*.

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Person-job fit. As became evident, the beginning of the job coaching procedure is crucial for laying the foundation for a sustainable career. Related to this is the person-job fit. A Young Professional mentioned: *“With my autism it is going well as long as people give me routine tasks and explain the task clearly. (...) My job coach helped me by addressing my needs when I started working there”*. This suggests the job coaching has an influence on the needs-supplies and demands-abilities fits. A profile is written by SWOM containing facilitation needs of the Young Professional which are discussed during the first phase of their jobs. It was indicated by some coaches that it is the responsibility of the employer to fulfil these needs as well as of the coach to check whether these needs are met. Furthermore, it is the responsibility of the Young Professional to be motivated and to meet the demands of the employer. All coaches mentioned they focus on the demands-abilities fit extensively. This was supported by the Young Professionals as they indicated they focus on growing in the ability to meet the demands of the job. For example, *“(...) asking for feedback, or to divide the workload so that it fits my energy level”*. Additionally, the following quote of a coach illustrates the relationship between the person-job fit and the importance of effort by employer and employee: *“In the beginning you are coaching on what someone needs to get to know the organization better, and to carry out their tasks better as well as what they need from their employer to achieve this”*. This implies a mutual responsibility of both parties to facilitate a pleasant start at the workplace, which forms the basis for a good person-job fit.

Career sustainability. When the start of the job of the Young Professional has been positive, it should become noticeable when evaluating the three aspects of career sustainability. When comparing the answers concerning all three aspects, corresponding conclusions could be made. Regarding work engagement, all four Young Professionals indicated they experience a good engagement at their job. Correspondingly, the coaches perceive a positive effect of their coaching on this matter *“For some, I see this grow a lot, then work becomes a large part of their social lives as well. That’s why it is so important to pay attention to this because then it can add to their job satisfaction”*. Regarding work productivity, the main support of the job coach is in terms of addressing energy levels and the division of tasks across the day which was mentioned regularly by both parties. Both Young Professionals and job coaches experience positive effects regarding this matter. Lastly, two coaches mentioned the importance of the effort of the Young Professional to increase their work ability as it is eventually their own responsibility to work with the tools and support the coaches offer. Additionally, three Young Professionals determined they perceive their work ability to have grown because of job coaching, the fourth Young Professional mentioned: *“My coach helps me to be even better”*.

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Conclusions. When analysing the interviews of the job coaching of the Young Professionals as well as the job coaches, a significant perceived effect on career sustainability became evident. It became apparent that the job coaching is especially important during the first phase of the Young Professional's new job to establish a positive person-job fit. Moreover, the predominantly discussed subjects are tasks, energy level across the day, motivation, and the resources expected from the employer. In addition, the importance of the mutual effort of employer and employee has been specified. In establishing a good person-job fit, the job coach plays a relevant role by coordinating the corresponding of the needs and resources, and the demands and abilities. Concerning career sustainability, the perceived influence of job coaching on the three aspects is positive. These effects are indirect as the job coaching addresses aspects of the person-job fit which in turn affect work engagement, ability, and productivity. In conclusion, the job coach is a relevant factor in ensuring the needs of the Young Professional are met by the resources of the employer and ensuring the abilities of the Young Professional correspond with the demands of the employer.

Summary of results

When comparing the quantitative and qualitative results, some differences are evident. The overall effect of the job coaching procedure was perceived as positive resulting from the analysis of the interviews. However, this was not identified by the quantitative analyses of which the only relevant relationship is between frequency of sessions and work productivity. Furthermore, the quantitative analyses showed viable relations between the job demands and resources and the three indicators of a sustainable career. Contrarily, the interviews did not explicitly specify any direct relations between the job coaching and these aspects, workload excepted. Nevertheless, the quantitative and qualitative results correspond to some extent regarding the person-job fit. The interview results implied that the job coaching procedure does have a positive effect on the two aspects of this variable and indirectly on the indicators of career sustainability. Similarly, the results from the regression analyses indicated relations between the demands-abilities fit and work productivity, and ability whereas the needs-supplies fit is only related to work engagement. However, on the contrary the quantitative analyses did not provide evidence of the relationship between job coaching procedure and the person-job fit.

Discussion

Job coaching can play a vital role in the employment of Young Professionals with a work handicap (Achterberg et al., 2010). It can provide support by gaining more confidence during the first phase of the job, establishing a good person-job fit, and by focusing on individual growth. The aim of this study was to test what factors influenced the effect of job coaching on the career sustainability and whether the person-job fit played a mediating role.

One of the main results from the present study was that the first phase of a Young Professionals' new career is most important in terms of the support of a job coach. During this phase, the basis for a sustainable career can be established to a great extent. In line with these results, Vooijs et al. (2019) implied the support of external job coaches is especially valuable during this phase to provide advice about the tasks and working process and the adaptation to the abilities of the employee. This corresponds with the results concerning the demands-abilities fit in order to arrange a pleasant transition to work for the Young Professional. However, an additional finding of this research is that the job coaches of SWOM perceive to have an influence on the needs-supplies fit as well. This was not indicated by Vooijs et al. (2019) as their report focuses solely on the job coaches' influence on tasks, working hours and processes instead of also including facilitation needs and corresponding resources supplied by the employer. Even despite the fact that this aspect is equally essential as the demands-abilities fit to achieve a sustainable career (Schaufeli, 2011). Corresponding with the qualitative results of the present study, Schaufeli (2011) implies the person-job fit can be enhanced by coaching at an individual level as well as by adjusting the work context. As became evident, the job demands, and resources have a significant influence on work engagement and productivity. These aspects are therefore important to take into account when assessing career sustainability. More specifically, based on the quantitative results, when regarding work engagement the focus should be on the needs-supplies fit whereas the demands-abilities fit addresses work productivity and ability. Furthermore, the job resources are related to work engagement whereas the job demands are concerned with productivity and ability. This is in line with the JD-R model. Because the former relationship is related to the motivational process whereas job demands have a negative influence on productivity and ability referred to as the health impairment process (Schaufeli & Taris, 2014). Opposingly, the present study proposed mental demands to have a positive relationship with the demands-abilities fit, work engagement, and work productivity. This indicates that when Young Professionals experienced higher mental demands, they also reported a better demands-abilities fit and more work engagement and

productivity. On the contrary, physical demands appeared to have a negative relationship with work ability. Which is in line with the JD-R model as these demands are concerned with physical deterioration leading to less work ability (de Vos et al., 2020).

Additionally, the positive relationship between the job coaching frequency and work productivity is the only relevant significant effect of the quantitative results with regard to the job coaching procedure. Meaning work productivity improves when the frequency of the job coaching session per period of time increases. Contrasting results are presented by Theeboom et al. (2014), as they indicated that an increase in sessions does not necessarily lead to larger positive effects. This could be related to the severity of the work handicap, as people with a less severe disability might need less sessions to make the same progression as people with more severe handicaps. Concludingly, job coaching could also be effective when the number of sessions is relatively small (Theeboom et al., 2014).

Furthermore, it became evident all parties are responsible for establishing a sustainable career. Which was in line with previous research (Van der Heijden & de Vos, 2015; Kossek & Ollier-Malaterre, 2020). More specifically, the Young Professionals should provide the motivation, attitudes, and skills whereas the employer should meet the needs of the Young Professional for them to be happy, healthy, and productive.

Conclusion

Based on several studies (Gray et al., 2000; Achterberg et al., 2010; Theeboom et al., 2014; Mallee et al., 2018), it was expected that job coaching would have a significant effect on the outcome variables. However, the quantitative analyses of this study lack such results. This does not indicate that the job coaching procedure is ineffective since the interviews provide contrasting evidence. One of the main takeaways is the importance of the person-job fit and its influence on career sustainability. Although this study did not prove a mediating role of the former construct, it is a valuable aspect in achieving a sustainable career. When addressing the person-job fit, the job context in terms of job demands and resources needs to be taken into account as the balance of these aspects is essential. Furthermore, establishing a good-person job fit is a shared responsibility of employee and employer. Nevertheless, a job coach can play a vital facilitating role.

Theoretical and practical implications

The present research contributes to the concept of career sustainability as it provided evidence for the importance of the roles of the person-job fit and the job context. It became evident that when work engagement could be improved it may be beneficial to focus on the

needs-supplies fit and job resources. Whereas regarding work productivity and ability, it could be favourable to address the demands-abilities fit, and job demands.

Although this study did not provide many significant results, some implications for SWOM could be advised. Based on the results of this sample, the use of trainings and tools is rather low. Even though the effect of the interview training was positive. A suggestion could therefore be to observe and determine more effects of these trainings and tools and whether it is beneficial to use these more frequently.

Limitations and suggestions for further research

As this study has several limitations, interpretations should be made carefully. Firstly, the sample size is too small to draw generalizing conclusions because the power of the study is low. With a larger sample size, the outcomes would likely be more feasible and external validity could be enhanced. Furthermore, it is possible other factors could have affected the outcomes. Thus, an implication for further research could be to take other support factors or possible involved agencies into account. In addition, individual characteristics of both coach and coachee could have influenced the effectiveness of job coaching. For instance, perceived empathy and listening behaviours of the coach are shown to be important predictors of coaching outcomes (Theeboom et al., 2014). Another suggestion is therefore to take personal characteristics of both the Young Professionals and job coaches into consideration when studying the present subject.

Additionally, due to technical issues some important data were not collected that were relevant for the results. Therefore, the measurements of work ability as well as the job coaching procedure are incomplete and less sufficient to draw valuable conclusions for. The job coaching procedure now lacks information about its intensity and whether that could have been of influence. Moreover, regarding this intensity, in further research it would be favourable to measure the severity of the work handicap of individuals in terms of distance to the labour market. It is plausible the job coaching intensity is greater for Young Professionals with a larger distance to the labour market (Theeboom et al., 2014) as these potentially need more coaching to achieve the same results as other individuals within the target group.

Furthermore, the effects of job coaching on career sustainability over time are not measured in this study. Another suggestion for future research could therefore be to conduct a longitudinal study measuring the three aspects of a sustainable career at multiple points in time.

To conclude, achieving a sustainable career is an important matter for employees with a work handicap. In this process job coaching can be beneficial by facilitating a good person-job fit for Young Professionals to feel happy, healthy, and productive in their work.

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Appendix A: Survey

Master thesis career sustainability

Start of Block: Introductie

Beste deelnemer,

Hartelijk dank voor je belangstelling voor dit onderzoek, waarbij we gaan kijken naar de duurzaamheid van banen van mensen met een arbeidsbeperking. Is het voor jou lastig om deze enquête in te vullen en wil je hier graag hulp bij ontvangen? Neem dan contact op met Meike Verhoef via m.verhoef2@students.uu.nl Klik door naar de volgende pagina voor meer informatie over het onderzoek.

Page Break

Informatiebrief

Betreft: onderzoek naar werkende jongeren met een arbeidsbeperking

Plaats en datum: Utrecht, 14 maart 2022

Beste deelnemer,

Hartelijk dank voor je belangstelling voor het onderzoek naar werkende jongeren met een arbeidsbeperking. Deze brief geeft je meer informatie over het onderzoek. Het onderzoek wordt uitgevoerd door Meike Verhoef, masterstudent en dr. Jan Fekke Ybema, universitair docent bij de afdeling Sociale, Gezondheids- en Organisationspsychologie van de Universiteit Utrecht.

Wat is de titel van het onderzoek?

“Job coaching and career sustainability of young professionals with a work handicap: a survey and diary study.”

Waar gaat het onderzoek over?

Voor veel mensen met een arbeidsbeperking is het vinden van een baan lastiger waardoor de duurzaamheid van een baan erg belangrijk is. In dit proces kan job coaching van pas komen, om deze duurzaamheid zeker te stellen. Dit onderzoek doen we daarom in samenwerking met Stichting Studeren & Werken op Maat (SWOM). Drie aspecten van een duurzame baan worden onderzocht in dit onderzoek, dit zijn de werkbeleving, het werkvermogen en de productiviteit. Naast deze aspecten is het erg belangrijk dat een baan past bij de wensen en mogelijkheden van de werknemer.

Dit onderzoek richten we op mensen met een arbeidsbeperking die een baan hebben en job coaching hebben gehad bij SWOM. Met het eerste deel van dit onderzoek willen we de volgende vragen beantwoorden: Heeft job coaching effect op de duurzaamheid van een baan? Welke aspecten van de job coaching zijn effectief? Heeft de intensiteit van de job coaching effect op de duurzaamheid van een baan? Het tweede deel van het onderzoek gaat over hoe jongeren met een arbeidsbeperking per dag hun werk inrichten en hun werk ervaren.

Wat vragen wij van jou?

Het eerste deelonderzoek betreft een **algemene vragenlijst** voor het afstudeeronderzoek van Meike Verhoef. Als je deelneemt aan dit onderzoek vul je via internet een vragenlijst in. Hierin worden onder andere vragen gesteld over aspecten van je baan, je motivatie voor deze baan en eventuele hindernissen die je ervaart bij dit werk, of deze baan ook daadwerkelijk bij je past, en over de job coaching die je hebt gehad. Ook stellen we vragen over je arbeidsbeperking. Het invullen van deze vragenlijst duurt ongeveer 15 minuten. Aan het einde van deze vragenlijst kunt je aangeven of je wilt meewerken aan het tweede deelonderzoek.

Dit tweede deelonderzoek wordt uitgevoerd door Jan Fekke Ybema. Voor dit deelonderzoek vragen wij je om via internet gedurende een week (7 dagen) een korte **dagelijkse vragenlijst** in te vullen. Dit duurt ongeveer 5 minuten per keer. Hierin vragen wij of je deze dag gewerkt hebt, of je iets hebt gedaan om je werk aan te passen en om de balans tussen werk en rust te behouden en hoe je je deze dag voelt.

Wat verstaan wij onder een arbeidsbeperking?

Er zijn veel verschillende definities van een arbeidsbeperking. In dit onderzoek verstaan we

onder een arbeidsbeperking: een lichamelijke, psychische of cognitieve aandoening die het moeilijker maakt om werk te vinden, werk te behouden of werk uit te voeren.

Wat gebeurt er met de resultaten?

De informatie die jij geeft kan alleen door de onderzoekers worden ingezien. Op basis van de resultaten van het onderzoek schrijven we een onderzoeksverslag. Ook willen we de gegevens gebruiken voor wetenschappelijke artikelen. In het verslag worden alleen gegevens over de deelnemersgroep als geheel beschreven. Hierdoor ben je als persoon niet te herkennen.

Hoe gaan wij om met uw persoonlijke informatie?

Als je alleen deelneemt aan het eerste deelonderzoek, is jouw deelname volledig anoniem en kunnen wij niet achterhalen wie je bent. Als je ook deelneemt aan het tweede deelonderzoek is jouw mailadres de enige informatie die wij verzamelen die tot jou als persoon herleidbaar is. Je vult dan jouw mailadres in de algemene vragenlijst in. Dit mailadres wordt gebruikt om je iedere dag een link naar de dagelijkse vragenlijst te sturen. Bovendien maken we een anonieme code op basis van dit mailadres. Die code wordt gebruikt om de algemene vragenlijst en de dagelijkse vragenlijsten aan elkaar te koppelen.

Jouw mailadres wordt afzonderlijk van de gegevens die je invult bewaard op een speciale beveiligde server. Zes maanden na afloop van het onderzoek wordt het bestand met mailadressen vernietigd. In overeenstemming met wettelijke termijnen worden de onderzoeksgegevens (dus zonder tot jou herleidbare gegevens) minimaal 10 jaar bewaard.

Mag je zelf kiezen of je wilt deelnemen aan het onderzoek?

Deelname aan het onderzoek is volledig vrijwillig. Je kunt deelnemen aan dit onderzoek als je: minimaal 18 jaar oud bent; een arbeidsbeperking hebt; op dit moment een betaalde baan hebt; en gebruik hebt gemaakt van de job coaching van SWOM.

Ook als je hebt aangegeven dat je wilt meewerken, ben je tot niets verplicht. Je kunt altijd stoppen met het onderzoek. Je hoeft hier geen reden voor te geven. Ook als je alleen aan het eerste deelonderzoek wilt deelnemen, stellen wij jouw deelname erg op prijs.

Hoe kun je ons bereiken?

Als je vragen hebt over het onderzoek, kun je het beste contact opnemen met Meike Verhoef via m.verhoef2@students.uu.nl of met Jan Fekke Ybema, via j.f.ybema@uu.nl.

Wat kan ik doen als ik klachten heb over het onderzoek?

Als je klachten hebt of vragen wilt stellen over het onderzoek aan een onafhankelijke persoon die niet bij het onderzoek is betrokken, dan kun je een mail sturen naar Dr. Veerle Brenninkmeijer, coördinator van de master Work & Organisational Psychology van de Universiteit Utrecht, via: shop_workandorganisation@uu.nl.

Als je een officiële klacht wilt indienen over het onderzoek, kun je dit doen via de klachtenfunctionaris van de faculteit sociale wetenschappen van de Universiteit Utrecht, via klachtenfunctionaris-fetcsocwet@uu.nl.

Met vriendelijke groet,
Meike Verhoef en Jan Fekke Ybema

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

Om deel te nemen aan dit onderzoek is toestemming nodig.

Door op "ja" te klikken verklaar je het volgende:

Ik heb de informatiebrief gelezen en begrepen; Ik ben goed geïnformeerd over het doel en de procedure van het onderzoek en neem op vrijwillige basis deel aan het onderzoek; Ik weet dat ik elk moment mag stoppen met het onderzoek, zonder dat ik hiervoor een reden hoef op te geven.

- Ja
- Nee

Skip To: End of Survey If Om deel te nemen aan dit onderzoek is toestemming nodig. Door op "ja" te klikken verklaar je h... = Nee

Page Break

De enquête zal hierna beginnen!

Neem de tijd om alle vragen en stellingen goed door te lezen. Probeer de vragen en stelling zo zorgvuldig mogelijk in te vullen en weet dat er geen antwoorden goed of fout zijn.

End of Block: Introductie

Start of Block: Demografische gegevens

Wat is je geslacht?

- Man
- Vrouw
- Anders

Hoe oud ben je?

Vul een geheel getal in (voorbeeld: 18)

Wat is je hoogst genoten opleiding, die je met een diploma hebt afgerond?

- Geen
- Basisschool
- Middelbare school
- Mbo
- Hbo
- Wo

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

Heb je op dit moment betaald werk?

- Ja
- Nee

Heb je job coaching gehad bij SWOM?

- Ja
- Nee

End of Block: Demografische gegevens

Start of Block: Job coaching

De volgende vragen gaan over de job coaching die je hebt gehad bij Stichting Studeren en Werken Op Maat (SWOM). Dit onderzoek is onder andere gericht op de aspecten en de duur van deze job coaching.

Beantwoord de volgende vragen zo goed mogelijk.

	Minder dan eens per maand	Eens per maand	Eens per drie weken	Eens per twee weken	Eens per week
Hoe vaak had je een job coaching sessie bij SWOM?	-	-	-	-	-

Hoe lang duurden deze sessies gemiddeld?

Vul hele getallen in (voorbeeld: 0 uur, 45 minuten)

- Uren _____
 - Minuten _____
-

Hoe lang heb je job coaching gehad via SWOM?

Vul hele getallen in (voorbeeld: 0 jaar, 6 maanden)

- Aantal jaar _____
 - Aantal maanden _____
-

Page Break

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

De volgende vragen gaan over de trainingen en tools (oefeningen) waar je mee hebt gewerkt tijdens de job coaching sessies. Bij beide vragen kun je meerdere antwoorden aankruisen.

Welke trainingen heb je gekregen tijdens de job coaching bij SWOM?

- Geen trainingen
- Sollicitatietraining
- Assertiviteitstraining
- Training “communiceren over een arbeidsbeperking”
- Training “zakelijke communicatie”
- Training “open vragen stellen”
- Anders, namelijk: _____

Van welke tools (oefeningen) heb je gebruik gemaakt tijdens de job coaching bij SWOM?

- Geen tools
- G-Schema over feedback geven
- Het GROW (gewenste uitkomst, realiteit, opties, wil) model
- Timemanagement tool
- Feedback ontvangen tool
- Stigmatisering tool
- Ontspanningsoefeningen
- Conflicthantering tool
- Wheel of life (levenswiel) voor het opstellen van (levens)doelen
- Anders, namelijk: _____

End of Block: Job coaching

Start of Block: Arbeidsbeperking

De volgende vragen gaan over een arbeidsbeperking. Een arbeidsbeperking houdt in dat iemand door een stoornis, ziekte of een gebrek gehinderd wordt bij het vinden van een baan of het doen van werk. Dit is erg breed en er bestaan verschillende mogelijkheden en gradaties. Dit kan gaan om een psychische beperking, zoals bij het Autisme spectrum, depressie of ADHD. Een lichamelijke beperking, waardoor iemand beperkt wordt in fysieke inspanningen. Een zintuiglijke beperking zoals slechtziend of slechthorend zijn. Ook kan iemand een verstandelijke beperking hebben zoals iemand met leerproblemen. En tot slot kan iemand een chronische ziekte hebben zoals astma of reuma.

Heb je een arbeidsbeperking?

- Ja
- Nee
- Weet ik niet

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

Van wat voor soort arbeidsbeperking is er sprake? Indien je meerdere beperkingen hebt die in deze categorieën vallen, kruis dan meerdere antwoorden aan.

- Lichamelijke beperking
- Chronische ziekte
- Zintuiglijke beperking
- Psychische beperking
- Verstandelijke beperking

De volgende vraag ben je niet verplicht om te beantwoorden. Laat dit tekstveld dan leeg.

Wat voor arbeidsbeperking heb je?

End of Block: Arbeidsbeperking

Start of Block: Werkvermogen

De volgende vragen gaan over jouw werkvermogen, dat is de mate waarin jij in staat bent om te werken.

Stel dat jouw werkvermogen op zijn best 10 punten waard is. Hoeveel punten zou je jouw huidige werkvermogen geven?

0 = helemaal niet in staat om te werken 10 = perfect in staat om te werken

0 1 2 3 4 5 6 7 8 9 10



Geef aan in hoeverre je het eens bent met de volgende stellingen

	Helemaal oneens	Oneens	Niet eens, niet oneens	Eens	Helemaal eens
Ik ben goed in staat om te werken	-	-	-	-	-
Mijn arbeidsbeperking zorgt ervoor dat ik niet kan werken	-	-	-	-	-

End of Block: Werkvermogen

Start of Block: Werkbetrokkenheid

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

De volgende vragen gaan over hoe je jouw werk ervaart.

Geef aan welke situatie het meeste van toepassing is op jouw werkbetrokkenheid

	Nooit	Een paar keer per jaar of minder	Eens per maand of minder	Een paar keer per maand	Eens per week	Een paar keer per week	Elke dag
Op mijn werk bruik ik van energie	-	-	-	-	-	-	-
Ik vind het werk dat ik doe nuttig en zinvol	-	-	-	-	-	-	-
Ik ben enthousiast over mijn baan	-	-	-	-	-	-	-
Mijn werk inspireert mij	-	-	-	-	-	-	-
Als ik 's morgens opsta heb ik zin om aan het werk te gaan	-	-	-	-	-	-	-
Wanneer ik heel intensief aan het werk ben, voel ik mij gelukkig	-	-	-	-	-	-	-
Ik ben trots op het werk dat ik doe	-	-	-	-	-	-	-
Ik ga helemaal op in mijn werk	-	-	-	-	-	-	-
Als ik aan het werk ben, dan kan ik heel lang doorgaan	-	-	-	-	-	-	-

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

End of Block: Werkbetrokkenheid

Start of Block: Werkproductiviteit

De volgende stellingen gaan over de mate waarin jij productief bent op jouw huidige werk. Geef aan in hoeverre je het eens bent met de onderstaande stellingen.

	Helemaal mee oneens	Oneens	Niet oneens, niet eens	Eens	Helemaal mee eens
Je behaalt de doelen van jouw functie	-	-	-	-	-
Je voldoet aan de normen voor goede prestaties	-	-	-	-	-
Je presteert goed in jouw functie doordat je de taken naar verwachting uitvoert	-	-	-	-	-
Je vervult alle eisen die jouw functie aan je stelt	-	-	-	-	-
Je kunt meer aan dan er van jou verwacht wordt	-	-	-	-	-
Je bent competent op alle terreinen van jouw functie	-	-	-	-	-
Je organiseert en plant het werk om doelen te realiseren en deadlines te halen	-	-	-	-	-

End of Block: Werkproductiviteit

Start of Block: Huidige werk

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

De volgende stellingen gaan over de persoon-werk fit, dit is de mate waarin de huidige baan goed bij de werknemer past.

Geef aan in hoeverre je het eens bent met de onderstaande stellingen.

	Helemaal oneens	Oneens	Niet eens, niet oneens	Eens	Helemaal eens
Ik pas goed bij mijn werk	-	-	-	-	-
Ik kan me geen baan voorstellen die beter bij me past	-	-	-	-	-
Deze baan komt tegemoet aan al mijn wensen en verlangens	-	-	-	-	-
Ik ben nog lang niet uitgekeken op het werk dat ik doe	-	-	-	-	-
Er is een goede overeenkomst tussen wat mijn baan me biedt en wat ik zoek in een baan	-	-	-	-	-

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

Geef aan in hoeverre je het eens bent met de volgende stellingen

	Helemaal oneens	Oneens	Niet eens, niet oneens	Eens	Helemaal eens
Ik beschik over voldoende kennis en vaardigheden om mijn werk goed te doen	-	-	-	-	-
Met mijn huidige capaciteiten kan ik voldoen aan de eisen die mijn werk aan mij stelt	-	-	-	-	-
Mijn huidige kennis en vaardigheden passen goed bij het werk dat ik doe	-	-	-	-	-
Ik beschik over de juiste ervaring om mijn werk goed te kunnen doen	-	-	-	-	-
Er is een goede verhouding tussen wat de baan van mij eist en mijn vaardigheden	-	-	-	-	-

Page Break

De volgende stellingen gaan over de context van de baan. Dat houdt in hoe de huidige baan is ingericht met betrekking tot werk eisen en persoonlijke middelen om aan die belastbaarheid te voldoen.

De volgende vragen gaan over de werkomstandigheden. Geef aan welke situatie het meest van toepassing is op de omstandigheden van jouw huidige baan.

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

	Nooit	Soms	Regelmatig	Vaak	Altijd
Moet je erg veel werk doen?	-	-	-	-	-
Werk je extra hard om dingen af te krijgen?	-	-	-	-	-
Moet je onder hoge tijdsdruk werken?	-	-	-	-	-
Heb je voldoende tijd om jouw werk af te krijgen?	-	-	-	-	-
Moet je erg geconcentreerd werken?	-	-	-	-	-
Moet je voortdurend je aandacht bij jouw werk houden?	-	-	-	-	-
Moet je erg zorgvuldig werken?	-	-	-	-	-
Moet je veel informatie verwerken?	-	-	-	-	-
Vind je jouw werk emotioneel zwaar?	-	-	-	-	-
Heb je in jouw werk te maken met zaken die jouw persoonlijk raken?	-	-	-	-	-
Kom je in jouw werk in emotioneel beladen situaties terecht?	-	-	-	-	-

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

Verricht je lichamelijk zwaar werk?	-	-	-	-	-
Moet je in lastige of moeilijke houdingen werken?	-	-	-	-	-
Is je werk lichamelijk erg inspannend voor je?	-	-	-	-	-

Geef aan welke situatie het meest van toepassing is op de omstandigheden van jouw huidige baan.

	Nooit	Soms	Regelmatig	Vaak	Altijd
Kun je meebeslissen over wat er gebeurt op je werkplek?	-	-	-	-	-
Kun je met je leidinggevende voldoende overleggen over je werk?	-	-	-	-	-
Houd je leidinggevende voldoende rekening met wat je zegt?	-	-	-	-	-
Heb je inspraak in beslissingen van je afdeling of bedrijf?	-	-	-	-	-

Page Break

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

Geef aan welke situatie het meest van toepassing is op de omstandigheden van jouw huidige baan.

	Nooit	Soms	Regelmatig	Vaak	Altijd
Mijn collega's hebben aandacht voor mijn gevoelens en problemen	-	-	-	-	-
Mijn collega's laten merken waardering te hebben voor de manier waarop ik mijn werk doe	-	-	-	-	-
Als het nodig is helpen mijn collega's mij met een bepaalde taak	-	-	-	-	-
Als het nodig is geven mijn collega's me advies over hoe ik iets moet aanpakken	-	-	-	-	-
Mijn leidinggevende heeft aandacht voor mijn gevoelens en problemen	-	-	-	-	-
Mijn leidinggevende laat merken waardering te hebben voor de manier waarop ik mijn werk doe	-	-	-	-	-
Als het nodig is helpt mijn leidinggevende me met een bepaalde taak	-	-	-	-	-

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

Als het nodig is geeft mijn leidinggevende me advies over hoe ik iets moet aanpakken	-	-	-	-	-
Ik kan mijzelf bij mijn huidige werk voldoende ontplooien	-	-	-	-	-
Mijn werk biedt mij de mogelijkheid nieuwe dingen te leren	-	-	-	-	-
Binnen mijn huidige werk zijn er voor mij voldoende mogelijkheden om door te groeien naar een andere functie	-	-	-	-	-
In mijn werk heb ik de mogelijkheden om mijn sterke punten te ontwikkelen	-	-	-	-	-

End of Block: Huidige werk

Start of Block: Burnout

De volgende vragen gaan over burnout, dit is emotionele en lichamelijke vermoeidheid die vaak gepaard gaat met het afstand nemen van werk.

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

Geef aan welke situatie het meest van toepassing is op jou.

	Nooit	Een paar keer per jaar of minder	Eens per maand of minder	Een paar keer per maand	Eens per week	Een paar keer per week	Elke dag
Ik voel mij mentaal uitgeput door mijn werk	-	-	-	-	-	-	-
Ik twijfel aan het nut van mijn werk	-	-	-	-	-	-	-
Een hele dag werken vormt een zware belasting voor mij	-	-	-	-	-	-	-
Ik voel mij "opgebrand" door mijn werk	-	-	-	-	-	-	-
Ik merk dat ik teveel afstand heb gekregen van mijn werk	-	-	-	-	-	-	-
Ik ben niet meer zo enthousiast als vroeger over mijn werk	-	-	-	-	-	-	-
Aan het einde van een werkdag voel ik me leeg	-	-	-	-	-	-	-
Ik voel mij vermoeid als ik 's morgens opsta en weer een werkdag voor me ligt	-	-	-	-	-	-	-

End of Block: Burnout

Start of Block: Afsluiting



Voor dit onderzoek willen we graag een aantal mensen interviewen over hun ervaring met de job coaching en hoe dat wellicht effect heeft gehad op hun huidige baan. Als je daarvoor open staat, vul dan je e-mailadres in.

We bewaren je emailadres afzonderlijk van de vragenlijst en vervangen het emailadres door een anonieme code om de antwoorden op deze vragenlijst te koppelen aan die van de interviews.

- Ja, mijn emailadres is: _____
- Nee

We willen voor een vervolgonderzoek een dagboekstudie uitvoeren waarbij de deelnemers gevraagd worden om gedurende een week elke avond een korte vragenlijst in te vullen (circa 5 min) over hun werkervaring van die dag. Als we je daarvoor opnieuw mogen benaderen, vul dan (opnieuw) je e-mailadres in.

We bewaren je emailadres afzonderlijk van de vragenlijst en vervangen het emailadres door een anonieme code om de antwoorden op deze vragenlijst te koppelen aan die van het vervolgonderzoek.

- Ja, mijn emailadres is: _____
- Nee

End of Block: Afsluiting

Start of Block: Einde

Je bent nu aan het einde gekomen van deze vragenlijst. Hartelijk dank voor je tijd en deelname!

Als je nog opmerkingen hebt over deze vragenlijst of over het werken met een arbeidsbeperking, typ die dan hieronder in!

End of Block: Einde

Appendix B: Interview guidelines

Interview richtlijnen Young Professionals

Interviewer:	Meike Verhoef
Deelnemer:	Young Professional
Onderzoek:	Ontdekken wat het effect van job coaching is op de duurzaamheid van banen van mensen met een arbeidsbeperking
Tijd:	Ongeveer 30 minuten

Introductie

Naar aanleiding van jouw ingevulde enquête, ben ik bij jou gekomen. Door middel van interviews wil ik graag inzicht krijgen in de ervaringen van Young Professionals met de job coaching en hun functioneren in de huidige functie.

Ik zou je graag willen vragen om mij een zo uitgebreid mogelijk antwoord te geven, zodat ik zo veel mogelijk informatie krijg over jouw ervaringen. Het interview duurt ongeveer 30 minuten, is volledig anoniem en de informatie die je geeft zal vertrouwelijk zijn. Ik wil je vragen om jouw toestemming om het interview op te nemen, zodat ik de antwoorden zo volledig mogelijk kan uitwerken. Ik kan je garanderen dat de transcripties en opnames vertrouwelijk zijn en alleen door mij en gezien en gehoord worden. Wel zou het kunnen dat ik er anonieme quotes in verwerk.

Vragen

Jobcoaching

1. Hoe heb jij de job coaching ervaren?
2. Kun je wat vertellen over de onderwerpen die jullie besproken hebben?
 - a. Hoe heb je dat ervaren?
3. *Trainingen*
4. Welke trainingen heb je gevolgd?
 - a. Kun je over elke training vertellen hoe die in zijn werk ging?
5. Heb je het gevoel gehad dat deze trainingen nuttig waren?
 - a. Op wat voor manier merk je dat in je huidige baan?
6. *Persoon-werk fit*
7. Past jouw baan goed bij jou als persoon?
 - a. Zo ja, op wat voor manier?
8. Komen jouw competenties goed aan bod in jouw huidige functie?
9. *Duurzame baan*
10. Heb je het gevoel dat je door de job coaching beter functioneert in je huidige baan?
11. Hoe goed vind je dat je in staat om te werken?
 - a. Merk je dat dit door de job coaching gegroeid is?
12. Voel jij je thuis bij jouw organisatie?
 - a. Hoe zou dit nog kunnen verbeteren?
13. Ben je enthousiast over je werk? En waarover dan?
14. Kun je alle taken in jouw functie goed uitvoeren?
 - a. Merk je vanuit jouw werkgever dat er mogelijkheden zijn om hierin te groeien?
15. Zie jij een toekomst bij jouw huidige werkgever?

Slot

Dit is het einde van het interview en ik wil je bedanken voor jouw tijd en deelname. Is er iets wat je nog wilt toevoegen, of heb je vragen voor mij?

Tot slot, als je geïnteresseerd bent in de resultaten van het onderzoek, zou ik deze naderhand graag willen delen.

Nogmaals bedankt en nog een fijne dag!

Interview richtlijnen job coaches

Interviewer:	Meike Verhoef
Deelnemer:	Job coach SWOM
Onderzoek:	Ontdekken wat het effect van job coaching is op de duurzaamheid van banen van mensen met een arbeidsbeperking
Tijd:	Ongeveer 30 minuten

Introductie

Voor mijn masterscriptie ben ik onderzoek aan het doen naar de duurzaamheid van banen van mensen met een arbeidsbeperking. In dit onderzoek betrek ik ook de rol van job coaching dus wil ik graag de inzichten van een jobcoach erin verwerken. Door middel van interviews wil ik graag meer diepte geven aan mijn onderzoek door het onderwerp van verschillende kanten te belichten.

Ik zou je graag willen vragen om mij een zo uitgebreid mogelijk antwoord te geven, zodat ik zo veel mogelijk informatie krijg over jouw ervaringen. Het interview duurt ongeveer 30 minuten, is volledig anoniem en de informatie die je geeft zal vertrouwelijk zijn. Ik wil je vragen om jouw toestemming om het interview op te nemen, zodat ik de antwoorden zo volledig mogelijk kan uitwerken.

Ik kan je garanderen dat de transcripties en opnames vertrouwelijk zijn en alleen door mij en gezien en gehoord worden. Wel zou het kunnen dat ik er anonieme quotes in verwerk.

Vragen

Jobcoaching

1. Waarom heb je ervoor gekozen om jobcoach te worden?
2. Hoe ervaren jij het om te job coachen?
3. Hoe ervaren jij het effect van job coaching op de duurzaamheid van de baan van de Young Professional?

Trainingen

4. Welke trainingen komen over het algemeen het meeste voor?
5. Hoe merk jij het effect van de trainingen bij de Young Professionals?

Effecten

6. Merk jij dat YPs groeien van de job coaching?
 - a. Op wat voor manier merk je dit?
7. Op wat voor manier denk jij dat job coaching effect heeft op het werkvermogen van een Young Professional?
8. Zie je ook groei in werkproductiviteit van de Young Professional?
9. En heeft het effect op hun werkbetrokkenheid, dus de mate waarop de YP is verbonden met de organisatie waar degene werkt en met het werk zelf?
10. Ben je bekend met de persoon-werk fit? Dit is de balans tussen de kennis, vaardigheden, motivatie en attitude van de werknemer en aan de andere kant de context van het werk.
11. Heeft de job coaching volgens jou effect op deze persoon-werk fit?
 - a. De persoon-werk fit heeft twee onderdelen, de demands-abilities fit en de needs-supplies fit

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

- i. De eerste heeft te maken met de kennis en vaardigheden van de werknemer en of die passen bij de eisen die het werk stelt
 1. Heb jij het idee dat dit naar voren komt in de job coaching?
 2. Merk je veranderingen bij de YPs op dit vlak door de job coaching?
- ii. De tweede gaat over de balans tussen de werknemer zijn motivatie en attitude en de energiebronnen op het werk die daar tegenover staan. Dus de bereidheid van de werknemer om te groeien moet passen bij de werkcontext.
 1. Komt dit naar voren in de job coaching?
 2. Merk je hierin veranderingen bij de YPs?

Slot

Dit is het einde van het interview en ik wil je bedanken voor jouw tijd en deelname. Is er iets wat je nog wilt toevoegen, of heb je vragen voor mij?

Nogmaals bedankt en nog een fijne dag!

Appendix C: Interview quotes

Interviews with the participants.

Overall experience

“There was a lot of information collected and a lot of tips given by my coach. (...) For example, we talked about how to discuss my work handicap in a work situation.”

“I experienced the job coaching as pleasant.”

“It is nice to have someone that I can discuss things with. Things like evaluating about what is going well and what can go better. And about the contact with the manager and co-workers.”

“I have a good contact with my internal advisers to whom I can ask questions. But when there are still some small things, it is nice to discuss those with my coach. It is nice to have someone extra to discuss with.”

Advantage of a job coach

“It is really nice to have a job coach to talk to and to spar with. That I can go to someone that helps me to develop myself. (...) She helped me to discover my competencies as well as my pitfalls through discussing experiences. It was good to vent about the things that happened during the past week.”

“We discussed matters related to work. Things that could be improved but also things that are going well.”

“We are evaluating constantly, and they made sure I am in my place at my employer.”

Takeaways of trainings

“We covered theoretical background and then practiced in a role play form. It was really helpful to experience this in practice. This helped me during my job interview because it went more naturally.”

“A lot of things that are part of the interview training are standard for every interview. (...) So, it was good to practice some time because I’ve always struggled with some of those things.”

“I did not followed trainings as such, but I did some assessments. (...) It was useful to figure out what I thought was important in work and the things I think are interesting but not to start a career in.”

“Because I practiced in advance, I built confidence”

Fit with work handicap and competencies

“I am confident that my work fits me. Also, with all the facilities that are arranged for me. It is also really important that my workplace fits me with my handicap.”

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

“In the beginning, it was communicated that I need good communication about when my tasks change or the order of my tasks change. And to release the pressure a bit, (...) I am being left out of that a bit, so I can do my tasks normally.”

“They are really thoughtful, and they take into consideration that I get the tasks that do not really have a hard deadline. So, I can finish the tasks when I can finish them and don’t really feel the pressure. (...) It is nice that I can decide for myself. My internal advisers are kind of my filter for the work that comes in for me. I think that is really nice.”

“I think all my competencies, the things I am good at, are evident in my job.”

“Yes, I think my competencies are useful in my job. (...) In that case, this job fits me well.”

Growth opportunities and future at employer

“There are some kind of degrees and scales you fit in, so there are opportunities to move up a scale. I am certain I can grow further here.”

“My manager thinks I am holding on too much to what I can already do. That I am a bit hesitant to try new things. When I can fill it in myself it is easier for me. So, he is pushing me a bit to try new things.”

“I can learn to perform some tasks better but there is an opportunity for me to go to another function I think fits me better.”

“They are very open about the tasks and where I want to go. There are opportunities to go to other divisions, so that is nice.”

“Everything is now fixed concerning my facilitation needs, so when they see it with me, I am happy to stay.”

“When they see it, I see it too. When I am still an added value to the team as well.”

Work engagement

“Yes, I feel at home. I have nice co-workers and it’s fun to join the teambuilding activities.”

“I am enthusiastic about the co-workers; it is sociable and they all help me with things.”

“I am quite engaged on the work floor. Also, now I am extending my workload, people come to me with questions and tasks so it’s nice they think of me. (...) The contact with my co-workers is really good.”

Work ability and the role of job coaching

“I think it has grown with help of the job coaching. In the beginning I needed a little more attention, but I am growing and still learning.”

“I think I am better able to work with help of the job coaching. In the beginning, you’re new and you get bombed with all kinds of educations. This was soon too much for me (...) so, I then discussed this with the job coach and then at my work as well. (...) It was nice to reflect with someone.”

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

“With my autism it is going well as long as people give me routine tasks and explain the task clearly. (...) My job coach helped me by addressing my needs when I started working there.”

“In the beginning, I experienced some fatigue (...). And because I was new with a lot of new impressions (...). We set up a signalling plan which helped me to gain insight in my own signals. What work fits my energy level at what time in the day. Especially now when I get more tasks, I can easier decide when I do what task.”

“I would say it is a good addition. (...) She helps me to be even better. Workwise I am not really struggling, most of the times it’s small things my coach helps me with. Like feedback, or to divide the workload so that it fits my energy level.”

Addressing needs

- 2 participants took their own initiative

“At some point, my workload became a bit too much after which I talked with my manager to whom I said that my disability should also be considered. (...) After that, I decided to work less hours a day which is one of the adjustments that were made to make my work fit me and my needs.”

“I spent a lot of time to make the function fit me well. I do get assignments, but I can decide for myself how I fill it in.”

- 1 participant depends on its employer

“There are deadlines, but in my case, they don’t pay too much attention to those. Sometimes the organization is quite hectic but they kind of leave me out of that. Because they know I cannot handle pressure too well.”

- 1 participant – combination

“My function was kind of created for me, so it is kind of a development process. And the functional implementation is also flexible for them. So, I am kind of designing my own function.”

Interviews with the job coaches.

Use of job coaching

“In that case a coach could be comfortable, to reflect with and provide a piece of insight. Then we will work on what we can still do to change the situation and look at what we cannot have an influence on.”

“I think it is nice for people to have a session with a coach once a week or once in two weeks, just to have a sounding board. So people can express themselves about things they think are hard and to have someone who thinks along and gives advice.”

Perception of the effect of job coaching

“When someone is receptive for growth and clearly know what the expectation is from a job coach. It has to be an interaction. When the job coaching track is going well, the workplace should still be a match. (...) So, if the workplace is a match and you have a connection with the Young Professional it will work. Job coaching is still support and temporary. So, if you can provide them with the right insights and the manager is up for it, it could really contribute to the sustainability of someone’s career because it could definitely give valuable insights also for the employer.”

“I always ask what people take out of the session and to tell what they’re insights are. (...) I recognize the growth when people really get to work with the things we discussed.”

“I think it mostly helps with providing insight in someone’s struggles. (...) So, I try to make things concrete so instead of only talking also making plans about how to solve it. So, I think it is most useful for some awareness. But it is the responsibility of the Young Professional to work with it.”

Ways of growth

“You see some growth in their workplace and also that you see they are feeling good. That you see the difference from when someone starts until the moment you are gradually finishing with the coaching, that is a good sign.”

“When you notice during the evaluation session with the manager that the Young Professional and the workplace are on the same line, it is going fine. (...) It could be that the manager is giving too little feedback on the work floor and then during this evaluation session he does, then is the moment to also give the manager a tip.”

Trainings and tools

“We prepared the interview by means of the interview training and I noticed that he gained a lot of confidence out of that training.”

“During the training, the preparation for the interview, and during the job interview itself I saw he was a lot more relaxed. Because we prepared.”

- Use of tools and trainings

“I am using some models from the trainings when I think they are necessary to use. So, then I use them more as tools so the Young Professionals can work with them in their own time. (...) I don’t use the trainings from the toolbox in its entirety. But when I notice that someone is struggling with something I often refer to one of my colleagues who is more experienced in giving that specific training.”

“I try to provide tools, it is nice to keep talking about things but it is also good to do something with it.”

“I use part of the trainings, like the tools or some theories, but to be honest I use them very little. I want to use them more, however then the document in drive should be ordered and more accessible.”

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

○ Goal of the tools

“We will discuss the tools during a session and they are focused on gaining self-confidence and gain some resilience, but also improving structure, and addressing al executive functions.”

“Self-confidence, planning, and organizing are returning subjects. As well as structure and prioritizing tasks.”

Work engagement

“For a lot of Young Professionals we coach is social interaction kind of tensive or they have a hard time finding how to approach this. (...) It is important to find out if there even is a need for social interaction as for some employees this is too exhausting. After determining whether there is a need, you can look what is needed to fulfil that need.”

“For some, I see this grow a lot, then work becomes a large part of their social lives as well. That’s why it is so important to pay attention to this because then it can add to their job satisfaction.”

“I think all Young Professionals are very motivated to work so this engagement is already high in the beginning.”

“I think we can learn the Young Professionals that they can get a lot more out of their working life. (...) The insight of the ability to craft their own job, speak out their wishes, and mention their own needs could also really help with this engagement.”

Work productivity

“Especially during COVID-19 you could see some were struggling and that they had to learn how to motivate themselves intrinsically and how to be productive also when you work from home. So as a coach you think with them how to arrange a good working environment at home, and you see that this helped them to still be productive at home now.”

“Looking at their working environment, providing insights and ideas of how to establish a good place and that it can influence their work productivity. As well as communicating this to their employer, why the Young Professional should plan their hours and days in the way they are most productive.”

“One employee is more productive at the beginning of the week and the other needs to warm up. As a coach it is important to bring this to the attention of the employer to employ the Young Professional in the most positive way.”

“With the Young Professionals with whom I am working on planning, I see progress in their efficiency. Being better to distinguish head of side issues and prioritize their tasks. So I expect this will lead to higher productivity.”

“I am not really busy with coaching on productivity, eventually it is affecting it but the focus during the sessions is less on this part.”

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

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Work ability

“Depends on the Young professional. They have to work with the tools and support you offer.”

“I as coach can help with planning, structure, recognizing stress, being assertive, and the contact with co-workers or managers. I think these aspects contribute indirectly to the ability of someone and the efficiency of one’s work.”

“I focus on this during the sessions in a way that I give them insights in how they can divide the tasks over the day that fits their energy level. As well as to look if the tasks fit the person and his or her abilities. But that is also the employer’s job, I cannot change the tasks eventually. I coach on this by discussing it during the evaluation meeting.”

Person-job fit

“I think it is good to sort of look holistically. So, find out who the person is, what their qualities and pitfalls are, and what they need from their work environment. So, the complete view of all aspects of the Young Professional but also that of the employer. I think that is the approach of SWOM, to get a most complete overview as possible.”

- D-A fit

“During the job interview you already focus on this. Because it is important that the job fits and to see whether it is possible or not or if there should be other arrangements.”

“In the beginning you are coaching on what someone needs to get to know the organization better, and to carry out their tasks better as well as what they need from their employer to achieve this.”

“The support during the beginning is very important for the sustainability in the long-term. When the foundation is good, it is possible to build from there. They get more connection with the work, know where to go when they have a question, know what they have to do etcetera.”

“Your workload could be too high or too low, so in every session I discuss this with the Young Professionals as well as during the evaluation sessions with the manager. What tasks cost energy and which yield energy are important things to address.”

- N-S fit

CAREER SUSTAINABILITY OF PEOPLE WITH A WORK HANDICAP

“Extrinsic motivation is easy to coach on, to ask what someone wants to yield from the job and what needs fit this goal. What motivates the Young Professional is important to discuss. Intrinsic motivation is somewhat harder.”

“A large part needs to be facilitated by the employer. But it is the coach’s job to support and to make sure if the employer is facilitating as discussed.”