



Utrecht University

FACULTY OF VETERINARY MEDICINE

THE ART OF STAYING ENGAGED

How to support sustainable employability of young vets

Nicole J.J.M. Mastebroek PhD, DVM

n.j.j.m.mastebroek@uu.nl

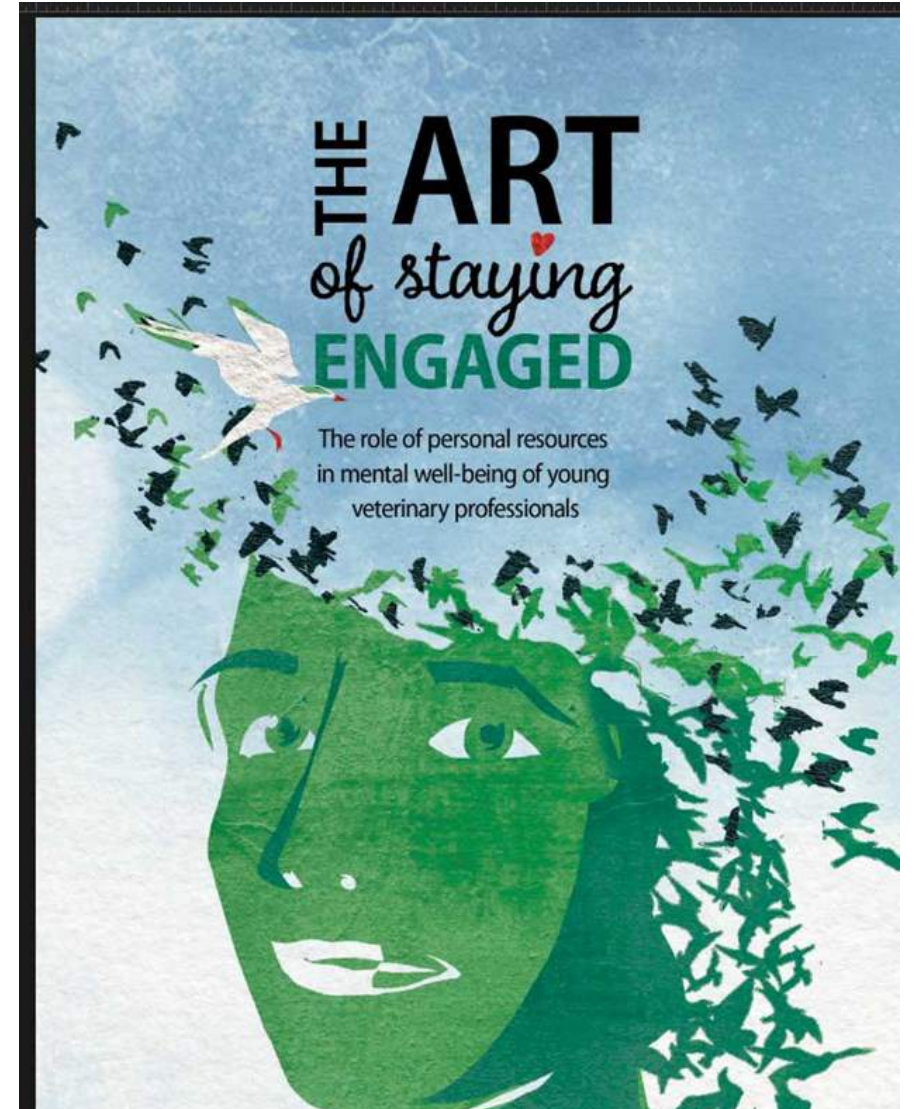
Subjects

- Results of research
- Interventions
 - Job crafting
 - Development programme for young vets
 - Course for supervisors



Utrecht University

About burnout and work engagement among young vets



What research tells us

Burn-out is positively related to health complaints like

- ... anxiety and depression
- ... cardiovascular complaints
- ... sleeping disorders
- ... some infections like flu, colds

What research tells us

Burn-out is related to a more negative attitude towards the organization...

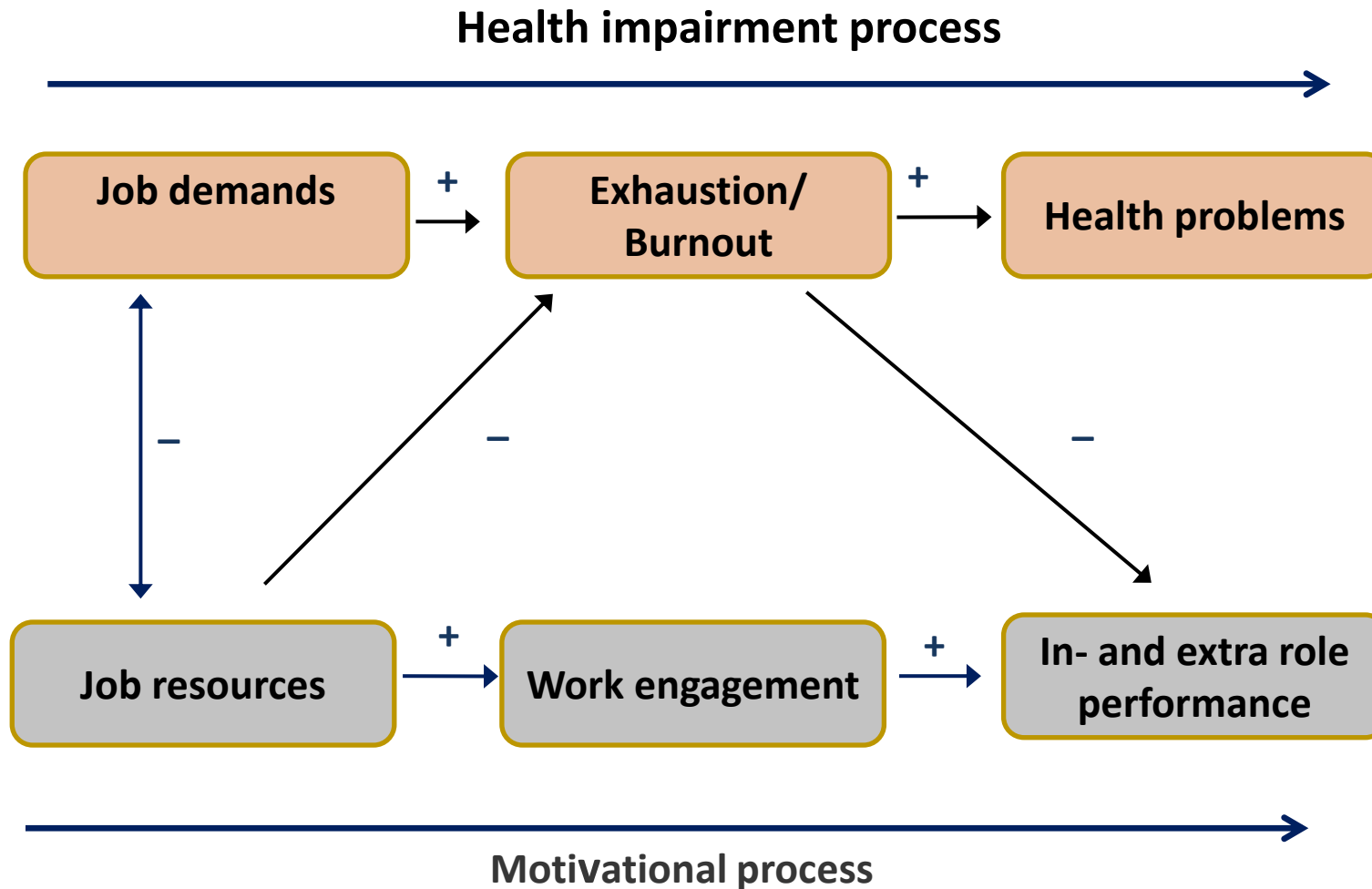
- ... job dissatisfaction
- ...low level of organizational commitment
- ...high turnover tendency
- ...sick leave

What research tells us

Work engagement is related to a more positive attitude towards the organization...

- ...job satisfaction
- ...higher levels of organizational commitment...
- ...lower levels of turnover tendency
- ...lower levels of sick leave

The Job Demands Resources model (Demerouti et al., 2001)



Potential predictors of burnout in young vets

Job demands

- Work-home balance
- Role conflicts
- Workload (m)
- Job insecurity (f)

Lack of Job resources

- Lack of opportunities for professional development
- Lack of support from superior (m)
- Lack of decision latitude (f)

Potential predictors of work engagement in young vets

Job resources

- Skills discretion
- Opportunities for professional development
- Decision latitude (f)

Literature (1)

- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied psychology, 86*(3), 499.
- Schaufeli, W. B. (2015). Engaging leadership in the job demands-resources model. *Career Development International, 20*(5), 446-463.
- Schaufeli, W. B. (2017). Applying the job demands-resources model. *Organizational Dynamics, 2*(46), 120-132.
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). Burnout and work engagement: The JD–R approach. *Annu. Rev. Organ. Psychol. Organ. Behav., 1*(1), 389-411.
- Mastenbroek, N. J. J. M., Jaarsma, A. D. C., Demerouti, E., Muijtjens, A. M. M., Scherpbier, A. J. J. A., & Van Beukelen, P. (2013). Burnout and engagement, and its predictors in young veterinary professionals: the influence of gender. *Veterinary Record, vetrec-2013*.



Utrecht University

Interventions



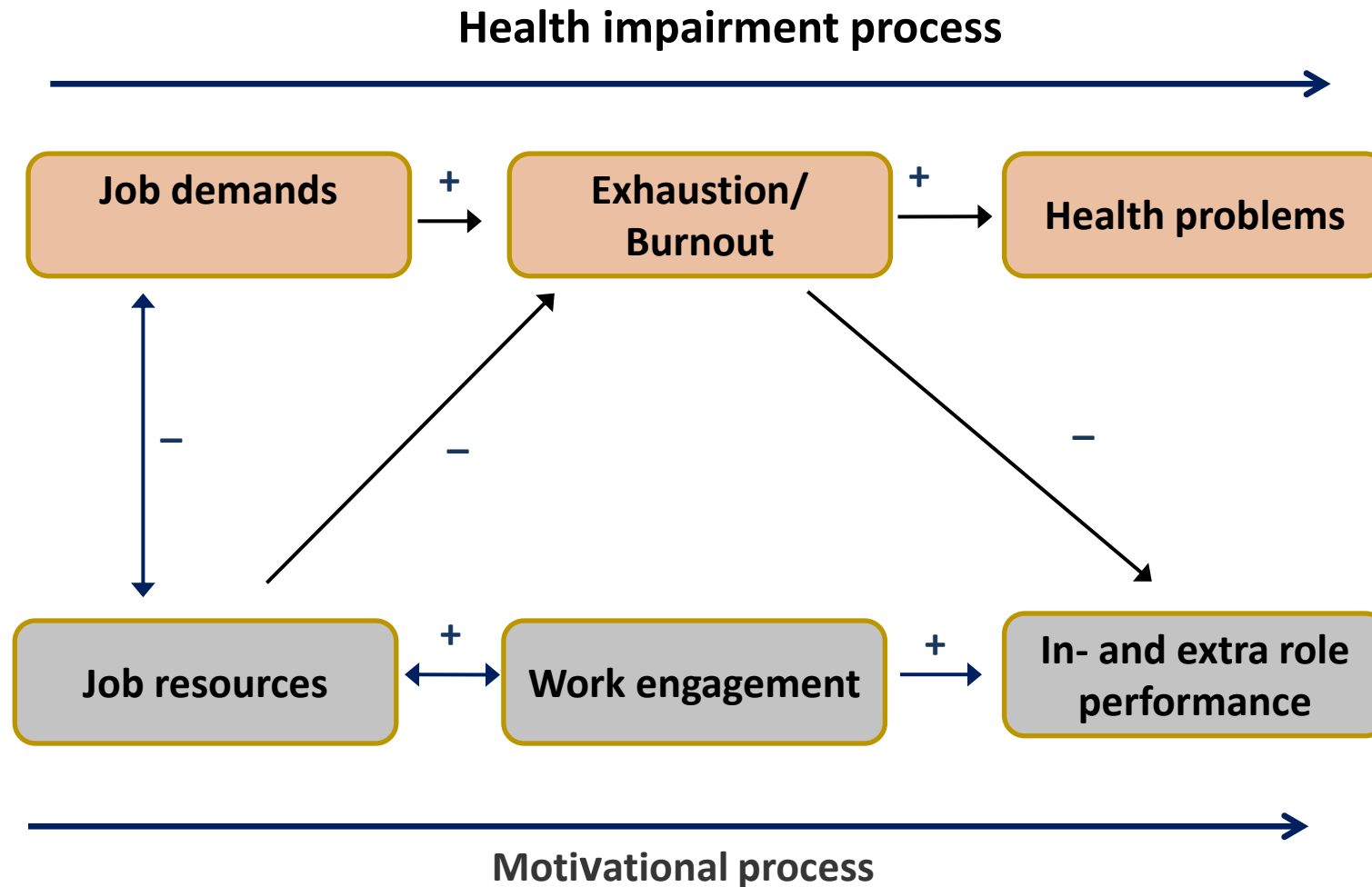
Job crafting

Job crafting is proactive behavior that employees use when they feel that changes in their job are necessary.

(Petrou et al., 2012)

[What is Job Crafting? \(Incl. 5 Examples and Exercises\)](#)
positivepsychology.com

The Job Demands Resources model



Job crafting

1. Take responsibility for your own well-being.
2. Make an overview of relevant job demands and job resources.
3. Explore how to reduce hindering demands and increase challenging demands.
4. Consider aspects of the work environment that contribute to your enjoyment of your work. What can you do to increase them?
5. Consider how job resources can help you to cope with the demands
6. Do this both individually and together with your supervisor or team.

Terms and conditions of job crafting

- Crafting is something you do on your own initiative
- Make sure there is no negative effect on others or on your own productivity
- Change the content of your task? Consult with your superior
- Do not reject any tasks
- The 'puzzle' will not get bigger or smaller, but it will fit better

Benefits of job crafting (Demerouti et al., 2014)

- Enhanced experienced meaning at work
- Increased organizational commitment
- Predictive of work engagement
- Increased performance
- Collaborative crafting was also associated with higher levels of job satisfaction and commitment

Literature (2)

- Demerouti, E. (2014). Design your own job through job crafting. *European Psychologist*
- Tims, M., & Bakker, A. B. (2010). Job crafting: Towards a new model of individual job redesign. *SA Journal of Industrial Psychology*, 36(2), 1-9.
- Petrou, P., Demerouti, E., Peeters, M. C., Schaufeli, W. B., & Hetland, J. (2012). Crafting a job on a daily basis: Contextual correlates and the link to work engagement. *Journal of Organizational Behavior*, 33(8), 1120-1141.

Personal resources

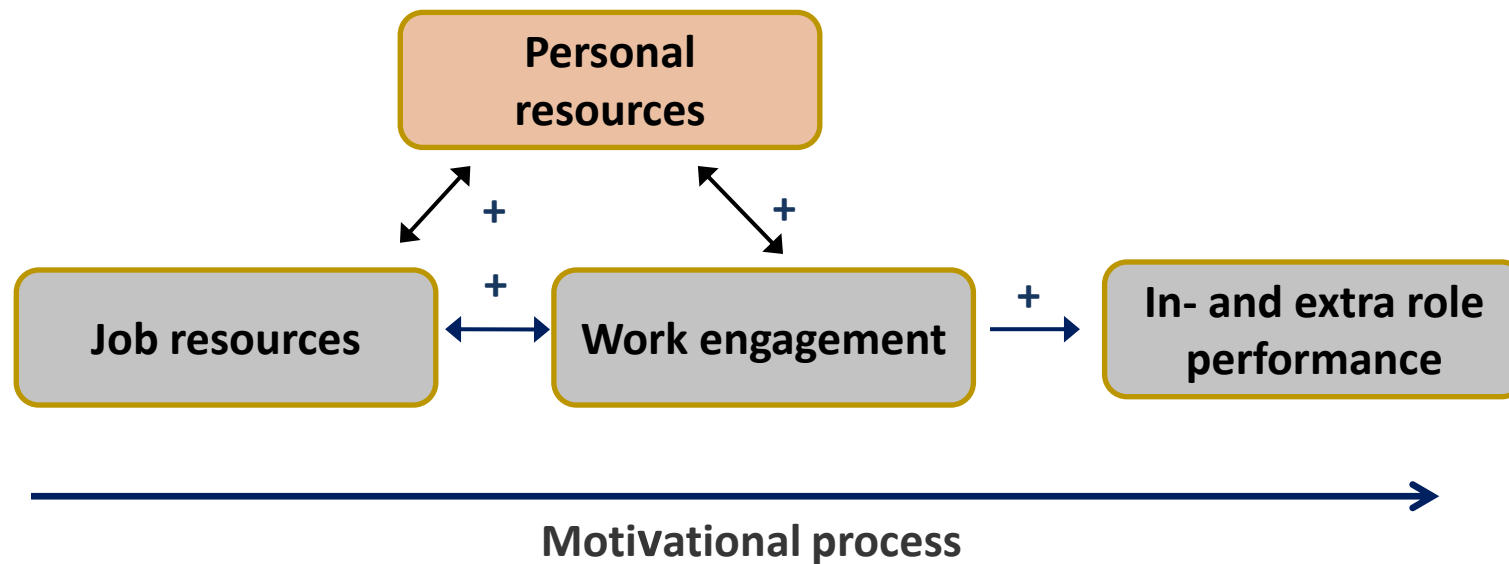
Personal resources are defined as **positive beliefs** about one's self and the world surrounding, that are generally linked to resilience

Personal resources related to work engagement in young veterinarians are:

- Self-efficacy (f)
- Proactive behaviour
- Optimism (f)



The role of personal resources



One year development trajectory for young vets

Development of personal resources



Preferably with employer involvement

Guided by professional coaches

360 degree feedback

Talent assessment

Individual learning objectives

Coaching en peer group reflection

On demand courses

Quantitative survey on development of personal resources

Results

- Reflective skills (effect size = 0.6)
- Proactive behaviour (ES = 0.4)
- Self-efficacy (ES=0.6)

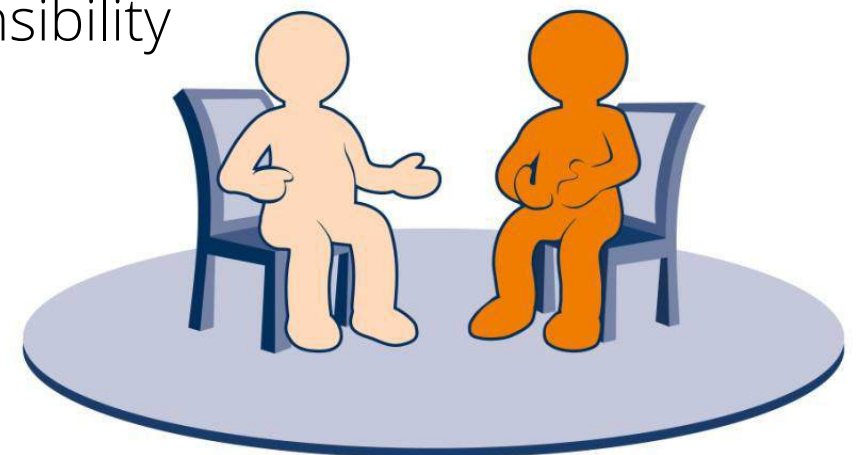


Qualitative study on development of personal resources

Results:

Development of other personal resources (not measured)

- Self-acceptance
- Self-appreciation
- Awareness of own influence and responsibility
- Job crafting



Literature (3)

- Mastenbroek, N. J. J. M., Van Beukelen, P., Demerouti, E., Scherpbier, A. J. J. A., & Jaarsma, A. D. C. (2015). Effects of a 1 year development programme for recently graduated veterinary professionals on personal and job resources: a combined quantitative and qualitative approach. *BMC veterinary research*, 11(1), 1-13.
- Bakker, A. B., & van Wingerden, J. (2021). Do personal resources and strengths use increase work engagement? The effects of a training intervention. *Journal of Occupational Health Psychology*, 26(1), 20.
- Van Wingerden, J., Derks, D., & Bakker, A. B. (2017). The impact of personal resources and job crafting interventions on work engagement and performance. *Human Resource Management*, 56(1), 51-67.

Course for supervisors of young vets entering in Anicura veterinary practice (3 half-day sessions)

Module 1

- e-module feedback I
- motivating / learning from experience / development plans / role of supervisor

Module 2


- e-module feedback II
- progress meetings - analysis of recorded conversations
- Feedback culture / psychological safety / individual counseling

Module 3

- e-module reflection
- basic coachingskills
- job crafting workshop

Peer group reflection





The road to
work engagement
is always under
construction



Although every effort has been made to ensure that all information in this presentation is correct and up to date, Utrecht University cannot be held liable for any false, inaccurate or incomplete information presented herein.