

Maastricht Work Capacity Monitor Manual (MW©M)

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Gemma van Ruitenbeek, Maastricht University

Table of Contents

Preface	3
1 Introduction	4
2 The Maastricht Work Capacity Monitor (MW©M).....	6
2.1 Personal characteristics that determine work behaviour and task performance.....	6
2.1.1 Mental ability.....	6
2.1.2 Conscientiousness.....	7
2.1.3 Self-efficacy	7
2.1.4 Coping	7
2.2 Work behaviour and task performance.....	7
2.2.1 Work behaviour	7
2.2.2 Task performance	8
2.3 Contextual factors	8
3 MW©M, a process of measuring and monitoring.....	9
3.1 Measuring	9
3.1.1 Moments of measurement	10
3.1.2 Rating from various perspectives	10
3.1.3 Online survey.....	11
3.1.4 Privacy and statement of consent	11
3.2 Monitoring	12
3.2.1 Input: (progress) report	12
3.2.2 Evaluation.....	12
3.2.3 Output: trajectory for personal development.....	12
3.3 Coordination	13
3.3.1 The coordinator	13
3.3.2 Application	14
Appendix 1 Process chart MW©M.....	15
Appendix 2 Flow chart MW©M	16
Appendix 3 Maastricht Work Capacity Monitor (MW©M) Information.....	18
Appendix 4 Information for clients.....	21
Appendix 5 Example of a first report.....	22
Appendix 6 Example of a progress report.....	31
References.....	40

Preface

In front of you lies the manual to help professionals such as job coaches and vocational experts¹ to apply the Maastricht Work Capacity Monitor (MW©M). The MW©M is a tool meant for estimating and monitoring the work capacity of people with disabilities or a so-called distance to the labour market².

In order to offer the right support and guidance to this group of people, it is important to correctly estimate their work capacity. On top of that, it's important for them to learn to reflect on their strengths and weaknesses in order to develop personally and professionally.

For this reason, Maastricht University's department of Work and Organisational Psychology has developed the Maastricht Work Capacity Monitor (MW©M). This instrument, developed specifically for this target group, is to be used to determine and monitor work capacity at various moments in time. The MW©M makes use of specific factors that determine this group's work behaviour and task performance in practice, such as basic mental ability (not to be confused with IQ) and personal characteristics like measure of conscientiousness, belief in someone's own ability (self-efficacy) and manner of dealing with stress and emotions (coping). Moreover, private circumstances (such as debt, day-care issues or housing problems) as well as the contextual factors at work (such as support and acceptance from co-workers and guidance) are taken into account. In doing so, the MW©M provides a useful starting point for further guidance and professional development of the target group.

Job coaches may use this manual to put the MW©M into practice in order to increase the chance of successful inclusion of people with a so-called distance to the labour market into regular organisations.

¹ For simplicity's sake, we will refer to these professionals as 'job coaches' in this document; however, this manual is essentially targeted at every professional helping people with a so-called distance to the labour market find and keep a job.

² People with a distance to the labour market are people who are restricted in their work capacity as a consequence of a disability, such as chronic mental illness, a psychological or developmental disorder (Van Ruitenbeek, Zijlstra, & Hülshager, 2018) and/or people who are unable to enter and stay on the labour market and earn a minimum wage independently (Dutch Participation Act, 2015).

1 Introduction

Work participation influences mental health positively. The positive effect becomes ever bigger the more fully-fledged someone's participation in work becomes (Schuring, Reeuwijk, & Burdorf, 2016). That is why participation in a regular, paid job should be prioritised over volunteer work or occupational therapy. Successful participation in a regular, paid job is largely dependent on how well a person fits in with the job and the organisation. On one hand, the kind of work and the organisation should match the prospective employee's wishes and capacities; on the other hand, the prospective employee should be able to contribute to the organisation in a meaningful way, in terms of both the work itself and the organisation's goals. Work behaviour and task performance are important indicators for this. Guidance and support at work and monitoring the development of work behaviour and task performance are important factors in realising success at work for the target group. The MW©M offers a starting point for professionals³ to provide this help to this group.

The Maastricht Work Capacity Monitor, MW©M, was developed by Maastricht University's department of Work and Organisational Psychology for people with a so-called distance to the labour market. It is a valid instrument (Van Ruitenbeek, Zijlstra, & Hülshager, 2018, 2020) to help to continuously monitor and support people in this group. Both the employee's and the employer's point of views are taken into account in the monitor. The MW©M covers not only personal characteristics (which determine work behaviour and task performance), but also private and work-related circumstances.

The MW©M consists of several online questionnaires, to be completed at different moments in time by the employee themselves, an important acquaintance (like a parent, partner, guardian or social worker), the workplace mentor⁴ and eventually the supervisor⁵. Maastricht University makes reports based on the data, which the employee receives from their job coach or labour professional after every questionnaire. Both the questionnaires and reports are written in simple Dutch (language level B1).

Strong points of the MW©M:

- It helps to estimate relevant characteristics that may influence a person with disabilities' ability to keep a job.
- It is more concise and specific than commonly used assessment instruments.
- Due to repeated measurements, it is possible to keep track of someone's development over time. Each of these measurements are followed up by a handy and accessible report that is the client's property.
- Several people with different perspectives take part in these measurements. The reports contain all these perspectives.
- The MW©M encourages recurring evaluations to discuss progress and wishes with all those involved.
- It provides employees with a clear idea of their own abilities and the work-related demands, and with insight in areas for personal improvement, allowing them to flourish within an organisation.
- It improves coordination between the external coach and the workplace mentor.

³ For simplicity's sake, we will refer to these professionals as 'job coaches' in this document; however, this manual is essentially targeted at every professional helping people with a so-called distance to the labour market to find and keep a job.

⁴ A workplace mentor serves as a primary contact at and about work. A workplace mentor may be a co-worker, a buddy, a mentor, a supervisor or, sometimes, a job coach, counsellor or activity therapist.

⁵ A supervisor, here, is someone who is able to judge work performance and actual results well. The supervisor may be a head of department or a manager. One and the same person may complete both the work coach and supervisor questionnaires; however, this is not preferable, as this will provide fewer perspectives in the monitoring process.

Voluntary and free participation

The MW©M may be a valuable tool in coaching and guiding people in the target group. Whether the monitor is actually used, is a question that the job coach and the client need to answer for themselves. If both consider the monitor to be of added value to the client's trajectory, they can choose to take part in it. This participation is free and voluntary; therefore, if the client wishes to stop, this is always possible.

Reader's guide

This manual was written for job coaches guiding people with a so-called distance to the labour market in finding and keeping paid jobs. It offers information regarding the contents, background and process of the MW©M so that job coaches may put the MW©M into practice in the best way possible. Chapter 2 provides insight into the factors measured by the MW©M and the reasons for this. Chapter 3 provides insight into MW©M's process of measuring and monitoring. The various moments for measuring are covered, as well as the people involved in the measuring process and the shaping of this process. Covered next are the process of monitoring, what monitoring means and how the process takes its shape. The input, participants and output of this process are also discussed. More on the role of coordinator and the application process can also be found in this chapter. The appendices contain a plan and a diagram describing the process, a short explanation of MW©M's background and process, a letter containing information for clients and examples of feedback and progress reports.

2 The Maastricht Work Capacity Monitor (MW©M)

The Maastricht Work Capacity Monitor (MW©M) is a valid instrument (Van Ruitenbeek et al., 2018, 2020) that is able to determine the current work capacity of people with a so-called distance to the labour market. This instrument offers starting points for guidance, support, and personal and professional development through work. The MW©M aims to increase self-awareness for the sake of personal development. For this reason, work capacity is measured at several time points. The involved employee and notable others (both from the employee's private and working environment) complete the questionnaires from their own perspectives. These different perspectives are useful when considering the right support and possible development(s).

Every moment of measurement is followed by a report documenting the various perspectives. From here, a trajectory focussing on personal and professional growth may be started. With this, MW©M encourages recurring evaluations to increase self-awareness and development to plan and capacity.

The MW©M uses specific characteristics that have proven to determine work behaviour and task performance for this target group, such as:

- basic work-related mental ability (not to be confused with IQ);
- relevant work-related characteristics like conscientiousness and self-efficacy;
- the way someone deals with stress and emotions (coping).

These characteristics are further explained below. This chapter also discusses what is meant by work behaviour and task performance and important contextual factors influencing development.

2.1 Personal characteristics that determine work behaviour and task performance

Characteristics that determine work behaviour and task performance are often called predictive factors in literature. Research shows that the presence of particular characteristics to a certain extent contributes positively to an employee exhibiting desired work behaviour and achieving the desired outcome. MW©M uses specific predictive factors, namely mental ability, conscientiousness, self-efficacy and coping.

2.1.1 Mental ability

When discussing mental ability, IQ often comes to mind. IQ is a measure to determine how well an individual is able to think logically, solve problems, make decisions, reason abstractly, and learn new things (Gottfredson, 1997). IQ is thought to be the most valid predictor of task performance (Gottfredson, 1997; Schmidt & Hunter, 2004; Schmidt & Hunter, 1998). However, IQ is not that good a predictor of task performance when it comes to work that isn't complex. For that sort of work, only a limited measure of analytical or problem-solving abilities and capacity for abstract thinking is needed. The most important cognitive factors determining the success of (re-)integration are the so-called executive functions, such as attention span, concentration, memory, planning and organising, problem-solving skills, adaptability, and taking initiative (Fadyl, Mcpherson, Schlüter, & Turner-Stokes, 2010). These factors have been discerned in the Vocational Cognitive Ratings Scale (VCRS, Greig, Nicholls, Bryson, & Bell, 2004), a scale developed for people with chronic mental illnesses. The VCRS intends to map out someone's cognitive strengths and weaknesses in their work and to pave the way for further development. As such, the VCRS has served as a foundation for the scale for mental ability

developed in the MW©M. The five cognitive factors distinguished in the MW©M, based on a factor analysis, are concentration, learning and memory, adaptability, planning and organisation, and problem-solving skills.

2.1.2 Conscientiousness

A conscientious person is diligent and precise. In literature, measure of conscientiousness is considered to be the most accurate predictor of task performance after mental ability in various work levels and fields (Barrick, Mount, & Judge, 2001; Salgado, Viswesvaran, & Ones, 2001; Schmidt & Hunter, 2004). The scale for conscientiousness used here to measure the extent of an individual's conscientiousness is based on the Dutch HEXACO personality assessment (De Vries, Lee, & Ashton, 2008).

2.1.3 Self-efficacy

Self-efficacy refers to an individual's tendency to trust their own abilities to meet job-related demands (Bosscher & Smit, 1998; Chen, Gully, & Eden, 2004). In other words, it is trust in one's own efficacy. Several authors have noted the predictive power of self-efficacy regarding work behaviour and task performance (Bandura, 1977, 1986, 1997; Judge & Bono, 2001; Stajkovic & Luthans, 1998). Judge and Bono (2001) even claim that self-efficacy is as predictive for task performance as measure of conscientiousness. For this reason, the scale used here to determine self-efficacy is based on the GSES-12 (Bosscher & Smit, 1998), a scale to measure self-efficacy. Based on a factor analysis, the two factors of self-efficacy discerned in the MW©M are perseverance and self-confidence.

2.1.4 Coping

Coping may be defined as the cognitive and behavioural effort someone puts in to control, bear or reduce the effects of internal or external stressors (Folkman & Lazarus, 1988; Schreurs, Van de Willige, Brosschot, Tellegen, & Graus, 1993). For people who cannot participate independently in the current labour market, finding and keeping a job is largely dependent on their ability to control or regulate their emotions (Michon, Van Weeghel, Kroon, & Schene, 2011). Their self-regulation strategies also impact development of task performance (Frayne & Geringer, 2000). For the MW©M, a shortened version of the coping inventory for stressful situations CISS-21 (Calsbeek, Rijken, & Henegouwen; Endler & Parker, 1990) is used. As in the original CISS-21, three factors are discerned in the MW©M based on a factor analysis, namely emotion-oriented, task-oriented and avoidance-oriented coping.

Mental ability, conscientiousness, self-efficacy, and coping have proven to be important factors in determining work behaviour and task performance. A description of the kind of work behaviour and task performance alluded to in the MW©M is given below.

2.2 Work behaviour and task performance

2.2.1 Work behaviour

The MW©M views work behaviour as an important outcome measure, since it has proven itself to be an important condition for acceptance by co-workers and the sustainability of the employment (Lammerts & Stavenuiter, 2010). In the MW©M, the focus in work behaviour is limited to basic work behaviour required in any regular organisation, such as reliability regarding agreements, appointments and procedures within the organisation, diligence and precision, social behaviour, and acceptance of

authority (Fadyl et al., 2010; Michon, Kroon, van Weeghel, & Schene, 2004). To measure work behaviour, a questionnaire based on the Work Behaviour Inventory (WBI, Bryson, Bell, Lysaker, & Zito, 1997) was set up. The WBI is an instrument to assess work behaviour of people with severe mental illnesses. Van Ruitenbeek and colleagues (2018) adapted this scale to people with common mental disorders. Based on a factor analysis, the MW©M distinguishes between the three factors work accuracy, work pace and social behaviour at work.

2.2.2 Task performance

The second important outcome measure of the MW©M is task performance. The focus, here, is the extent to which the work is executed in a goal-oriented way, the employee takes responsibility for their work, the work meets the quality requirements and the work is executed as agreed. To measure these criteria for the MW©M questionnaire, an adapted version of the 'in-role' behaviour scale Williams & Anderson (1991) introduced was used.

2.3 Contextual factors

Contextual factors are factors that may positively or negatively influence an individual's process of learning, developing and performing. These factors may be related to the private life; housing problems or debt, for instance, may influence the process negatively. There are also workplace-related factors, like acceptance and support from co-workers. These particular factors may influence the process positively. For this reason, contextual factors from both spheres are taken into account in the MW©M.

3 MW@M, a process of measuring and monitoring

MW@M is an instrument used to measure current work capability at various moments and from various perspectives. The results of the measurements are gathered in progress reports, which provide insight into the differences between the various assessors' perspectives. It's important to involve the workplace mentor⁶ or supervisor during the evaluations, but ultimately, this is up to the employee themselves. Discuss the report with the employee and, preferably, record any commitments made regarding further development in writing.



Diagram 1. MW@M process, a process of measuring and monitoring

The report contains a format for a personal development plan. All these steps make putting MW@M into practice a process of measuring and monitoring. This chapter further explains the various steps in both the process of measuring and the process of monitoring.

3.1 Measuring

The measuring process of the MW@M consists of three moments of measuring, though this amount may be expanded to five, if so desired. This expansion to five measurements means that MW@M's coaching trajectory will last for a year instead of three months, which may be desirable for people with

⁶ A workplace mentor serves as a primary contact at and about work. A work coach may be a co-worker, a buddy, a mentor, a supervisor or, sometimes, a job coach, counsellor or activity therapist.

a so-called distance to the labour market as they often need support long-term. Details on when the measurements take place and who is involved in the process, will be explained below.

3.1.1 Moments of measurement

First measurement

MW©M's first measurement should take place right before the employee starts working, or shortly after they have started. They may work in a regular organisation, perform volunteer work or daytime activities or be involved in a training trajectory. For this first measurement, the employee fills out the questionnaire and, with the employee's approval, an important acquaintance and (if the employee has already started working) a workplace mentor do the same. The important acquaintance is a person who knows the employee well, like a parent or a guardian, a partner, a coach or a mentor. The workplace mentor is someone who coaches and supports the employee at work, like a colleague, a buddy, a supervisor or (sometimes) a job coach. During the first measurement, the employee answers questions about personal characteristics, work behaviour, contextual circumstances, job satisfaction and well-being. Their acquaintance answer questions regarding personal characteristics and mental ability. The workplace mentor fills out a questionnaire about mental work capacity, work behaviour and contextual factors.

Follow-up measurements after 8, 14, and possibly 26 and 52 weeks

During the follow-up measurements, the employee fills out questionnaires regarding work characteristics, work execution and circumstances at work. With the employee's approval, the workplace mentor also answers questions about these themes. With the employee's approval, the supervisor⁷ answers questions regarding contextual factors at work and task performance.

Measuring these topics over time provides insight into development of work capacity, work behaviour and task performance. Measuring and monitoring is especially important during the first three months, which is why the base of the MW©M consists of three measuring moments taking place over three months. If desired, the monitor may be expanded to include measuring moments after six and twelve months.

3.1.2 Rating from various perspectives

In order to develop better work capacity, it is important for employees to know how they perform at work. This perception of themselves starts to shape during self-rating. This is why employees rate their own capacity and behaviour during each measurement. As it turns out, however, many people in this target group tend to under- or overestimate themselves. For this reason, other people involved in the development process fill out the questionnaire as well. During the first measurement, an important person in the employee's private life may help out. The workplace mentor also fulfils an important role, as they are the employee's primary source of support at work. This workplace mentor is, therefore, the best judge of the employee's mental work capacity and work behaviour. Additionally, a head of department, supervisor or manager provides the organisation's perspective by also filling out a questionnaire. Using three different perspectives for each of these ratings provides a lot of added value. In some cases, however, the workplace mentor may also be the supervisor and fill out both questionnaires.

⁷ A supervisor, here, is someone who is able to judge work performance and actual results well. The supervisor may be a head of department or a manager. One and the same person may complete both the work coach and supervisor questionnaires; however, this is not preferable, as this will provide fewer perspectives in the monitoring process.

3.1.3 Online survey

MW©M's questionnaires are filled out online. On each measuring moment, the assessors all receive e-mails containing an explanation of the questionnaire, a link to the questionnaire and a login code.

The data are automatically saved anonymously while the assessors complete the questionnaire. If an assessor pauses while completing the questionnaire, they can continue where they left off when they return. Maastricht University is notified when a questionnaire is completed. After all questionnaires for a specific measurement have been completed, a personal report is generated automatically. Examples of such reports may be found in appendices 7 and 8. The report is then sent to the coordinator, who makes sure the employee receives it.

3.1.4 Privacy and statement of consent

Privacy

Maastricht University highly values privacy and anonymity in research. All possible and necessary measurements have been taken to guarantee participants' privacy and anonymity in the application of the MW©M and related research. To guarantee their privacy, participants are registered using a code. This code is based on the abbreviation of the participating organisation and both the coordinator's and participant's initials. On top of this, a unique login code for online access to the questionnaire is generated. Anonymous codes are tied to the data in the questionnaires online, making it impossible to see online who is filling out the questionnaire and whom the data relate to. After all questionnaires for a moment of measurement have been completed, the coordinator receives a report and the code used for registration.

Statement of consent

Before filling in the questionnaire, the participants are informed about the research. They are asked to agree with the statement below:

- I was informed about the research.
- I was given the opportunity to ask questions about the research.
- I was given time to think about wanting to take part in the research.
- I have the right to say, at any time, that I don't want to take part in the research anymore. I don't have to explain this decision.
- I understand the statement.

Participants are also asked for their consent to Maastricht University using the data from the questionnaires for related research. They are asked if Maastricht University may use the following questionnaires for research:

- The questionnaires I completed
- The questionnaires completed by my acquaintance, workplace mentor and supervisor

In practice, Maastricht University may not be able to use all data for research, even if participants agree to the statement of consent. In such cases, the data are removed from any documentation after reports have been made.

3.2 Monitoring

In the MW©M, monitoring means a coaching process that intends to systematically shape the development of people with a so-called distance to the labour market. In order to shape this process in the most optimal way, there are some important steps to take that will be dealt with in this chapter. These steps are input, evaluation, and output, or the groundwork for a trajectory aimed at the employee's personal development.

3.2.1 Input: (progress) report

After the three questionnaires are completed at each measuring moment, a personal report is generated by Maastricht University. This report provides insight into the participant's strengths, the areas considered to be adequate and the areas they can possibly improve in. The report also shows the areas that different assessors viewed differently.

The report lays an important foundation for the trajectory aimed at the employee's personal and professional development in their work. The MW©M offers insight into the employee's capacities, work behaviour and task performance by showing:

- How the employee deals with stress and problems;
- What the employee is capable of;
- How the employee performs;
- How the employee can grow;
- How the employee develops over time.

3.2.2 Evaluation

The job coach takes the initiative to evaluate the questionnaires and the reports. If the employee consents, the workplace mentor may be present for the evaluation as well. An important first order of business during this evaluation is to verify whether the employee understands the report and recognises themselves in it. Any unclear sections should be clarified then and there. Another important part of the evaluation is to discuss the areas where the employee disagreed with one or both of the other assessors. Make sure to discuss possible reasons for the discrepancies. There may be some added value in having the employee actively take part in this evaluation, with the organisation's perspective represented by the workplace mentor. In this scenario, the coordinator (whose role will be further explained in 3.3) presides over the evaluation in a neutral role and puts any agreements into writing. In doing this, the employee gains control of the development trajectory. Examples of reports may be found in appendices 7 and 8.

3.2.3 Output: trajectory for personal development

It's important to write down the agreements made regarding the trajectory for personal development (for an example, see table 1). The report that is generated after each measurement contains a table in which the trajectory may be mapped out the way the people involved wish. At the very least, write down the learning objectives, the possibilities for improving these, and what is needed to achieve this.

During the evaluations that follow, the input from previous reports may be used. It's important to keep track of the progress regarding learning objectives and possible (underlying) obstacles to the learning process in each report.

Learning objective	How can I improve these areas?	What do I need to achieve this?
1.		
2.		
3.		

Table 1. Example of a personal development plan

3.3 Coordination

Good coordination plays a large part in whether the monitoring of the development of an employee of the target group is successful. The coordinator fulfils a key role, as various people involved need to complete questionnaires at various moments in time. This paragraph first details what is expected of this coordinator, and then describes the MW@M application process.

3.3.1 The coordinator

The coordinator fulfils a key role in the monitoring process. This coordinating role often best fits the job coach. After all, the job coach is able to assess best for which people in the target group and at which moment the use of the MW@M may provide the most added value. Usually, the job coach knows who the key players within an organisation are, enabling them to assess *along with the employee* who should complete the personal acquaintance, workplace mentor or supervisor questionnaires.

The coordinator provides added value through initiating and presiding over evaluations and through guarding the progress in the development process. As said before, the (progress) reports may form the foundation for the evaluations. The reports show, among other things, differences in the workplace mentor's and employee's perspectives. The coordinator may mediate and question both parties about the (underlying) causes for these differences, then interpret the answers from a neutral point of view. More information may be found in paragraph 3.2.2.

Finally, the coordinator is the person who signs up the employee for the MW@M and forwards e-mails containing a link to the questionnaire and a login code to the assessors approved of by the employee.

3.3.2 Application

Applying for the MW©M is easy; simply send an e-mail to fpn-ciao@maastrichtuniversity.nl and include the following:

- Your first name and surname;
- Your e-mail address (if different from the e-mail address used to send the e-mail);
- Your organisation;
- Your candidate's initials, e.g. a candidate called Jan van Schaik, may be described as JvS.

After signing up your candidate, a login code is generated and, in consultation with the coordinator, the moments of measuring are chosen and corresponding e-mails are scheduled.

Appendix 1 Process chart MW©M

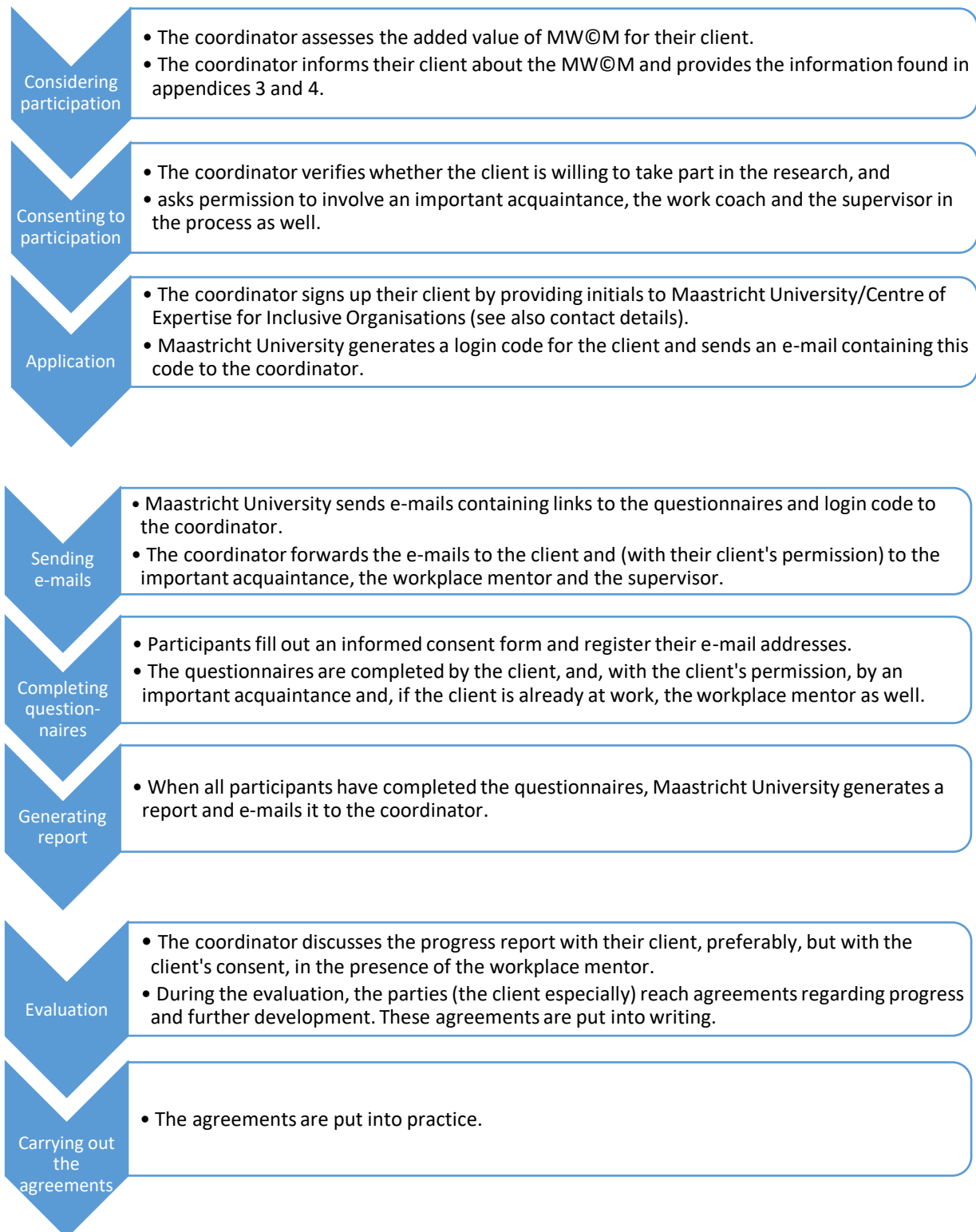
Measuring					Monitoring			
Measurement	Timing	Assessors	Contents	Duration	Input	Evaluation	Output	Participants
1	When starting the job (or later, in consultation with the jobcoach)	Employee	<ul style="list-style-type: none"> Personal characteristics Mental ability Work behaviour Well-being Job satisfaction Contextual factors Type of work 	20-30 minutes	Maastricht University Report	Evaluation	Trajectory for personal development	Employee, job coach, possibly workplace mentor
		Important acquaintance ¹	<ul style="list-style-type: none"> Personal characteristics Mental ability 	15 minutes				
		Workplace mentor ²	<ul style="list-style-type: none"> Mental ability Work behaviour Contextual factors Type of work 	15 minutes				
2,3,4 and 5	After 8, 14, 26 and 52 weeks	Employee	<ul style="list-style-type: none"> Mental ability Work behaviour Well-being Job satisfaction Contextual factors Changes in work (if applicable) 	20-30 minutes	Maastricht University Progress Report	Evaluation	Trajectory for personal development	Employee, job coach, possibly workplace mentor
		Workplace mentor ²	<ul style="list-style-type: none"> Mental ability Work behaviour Contextual factors Changes in work (if applicable) 	15 minutes				
		Supervisor ³	<ul style="list-style-type: none"> Task performance Contextual factors 	5-10 minutes				

¹ The important acquaintance is a person who knows the employee well, like a parent or a guardian, a partner, a coach or a mentor.

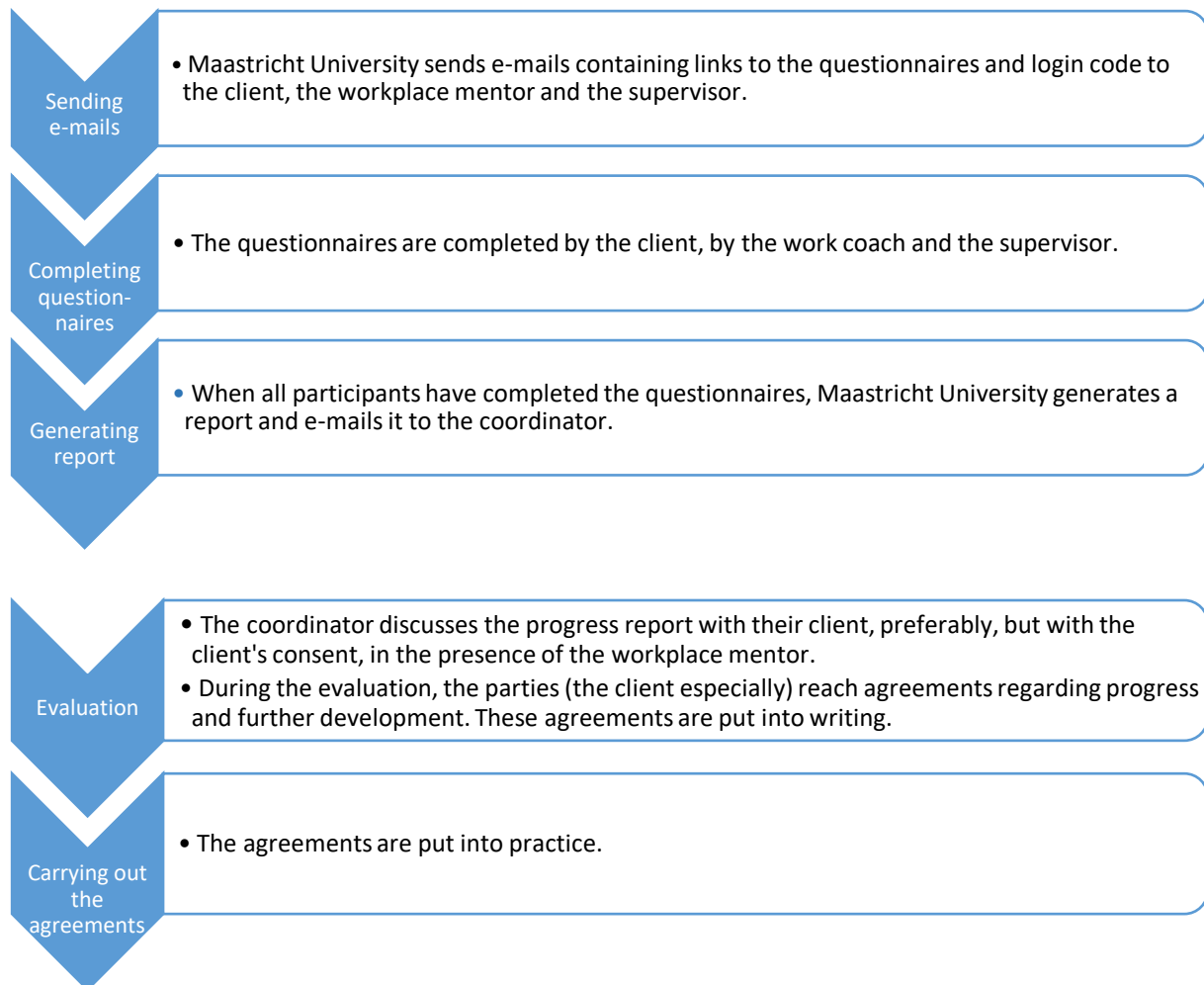
² A workplace mentor serves as a primary contact at and about work. A workplace mentor may be a co-worker, a buddy, a mentor, a supervisor or, sometimes, a job coach, counsellor or activity therapist.

³ A supervisor, here, is someone who is able to judge work performance and actual results well. The supervisor may be a head of department or a manager. One and the same person may complete both the work coach and supervisor questionnaires; however, this is not preferable, as this will provide fewer perspectives in the monitoring process.

Appendix 2 Flow chart MW©M



Follow-up measurements (after 8, 14, and possibly 26 and 52 weeks)



Appendix 3 Maastricht Work Capacity Monitor (MW©M) Information

Introduction

For people who are unable to earn legal minimum wage, it may be beneficial to participate in the labour market to their own capacity. A correct estimation of their work capacity is crucial here. For the sake of their growth in work, it is also important for them to (learn to) reflect on their strengths and weaknesses.

For this reason, Maastricht University's department of Work and Organisational Psychology has developed the Maastricht Work Capacity Monitor (MW©M). This instrument was developed specifically to measure and monitor this target group's work capacity. Specific factors measured in this target group are:

- Basic mental ability
- Relevant personal characteristics
- How one deals with stress and emotions (coping)
- Work behaviour

Studies show that these factors may have a great impact on desired work behaviour and task performance in a professional setting.

The factors tested in the MW©M are only those factors that are relevant to the target group's level of working. The questionnaire is written in simple Dutch (level B1).

What is the MW©M?

The MW©M is an instrument used to measure current work capacity. This may provide a useful starting point regarding support for and further personal and professional development of people in this target group.

Because the MW©M is used at various moments in time, the development of work capacity, work behaviour and task performance can be tracked. Throughout these measurements, both personal (such as debts, childcare or housing problems) and work-related circumstances (such as support and acceptance from co-workers) are taken into account.

The MW©M consists of several online questionnaires, to be completed at different moments in time by the employee themselves, an important acquaintance (like a parent, partner, guardian or social worker), the workplace mentor⁸ and eventually the supervisor⁹. Maastricht University generates reports based on the data, which the employee receives from their job coach after every questionnaire, which is directly after the first measurement and 8, 14 and, if desired, 26 and 52 weeks after the first measurement.

MW©M's process

Measurement 1

- The employee completes the questionnaire (20-30 minutes).
- An important acquaintance completes the questionnaire (15 minutes).

⁸ A workplace mentor serves as a primary contact at and about work. A workplace mentor may be a co-worker, a buddy, a mentor, a supervisor or, sometimes, a job coach, counsellor or activity therapist.

⁹ A supervisor, here, is someone who is able to judge work performance and actual results well. The supervisor may be a head of department or a manager. One and the same person may complete both the work coach and supervisor questionnaires; however, this is not preferable, as this will provide fewer perspectives in the monitoring process.

An important acquaintance may be a parent, guardian, mentor, partner, friend or family member.

- If the client has started the job, the workplace mentor also completes the questionnaire (15 minutes).
- Maastricht University generates a report and sends it to the coordinator.
- The coordinator discusses the report with the employee, possibly in the presence of the workplace mentor, and writes down agreements regarding areas of development.

Measurements 2, 3 and, if desired, 4 and 5; after the employee has worked for the organisation for 8, 14, 26 and 52 weeks.

- The employee completes the questionnaire (20 minutes).
- The workplace mentor completes the questionnaire (15 minutes).
- The supervisor completes the questionnaire (5-10 minutes).
- Maastricht University generates a progress report and sends it to the coordinator.
- The coordinator discusses the report with the employee, evaluates agreements reached after the previous report(s) and makes agreements for further development.

What are the questions about?

At the first moment of measuring, questions concern the employee's behaviour and reactions. Some questions concern personal characteristics, job satisfaction and well-being.

At the follow-up measurements, questions concern job characteristics, quality of work, and support at and circumstances of work.

What benefits does completing the questionnaires offer?

After all questionnaires of a certain measuring moment have been completed, the coordinator receives a report. In total, there will be three to five reports.

The reports provide insight into the employee's personal characteristics, development of work capacity and work behaviour.

How is the monitoring process coordinated?

Oftentimes, the coordinator is also the job coach. They receive an e-mail containing login codes for the participants. The coordinator then forwards these login codes to the people involved. The participants fill out an informed consent form and register their e-mail addresses. From that moment on, participants will automatically receive the questionnaires on their registered e-mail address.

What happens to the data?

The data are collected by Maastricht University anonymously, in a manner that makes it impossible to recognise the people involved. Maastricht University uses these data for research to further develop the instrument.

What is the added value of the MW©M?

The MW©M provides insight into the employee's abilities, work behaviour and task performance by mapping out:

- How the employee deals with stress and problems;
- What the employee is capable of;
- How the employee performs;
- How the employee may grow;
- How the employee develops themselves within the organisation.

Benefits for people in the target group

The employee receives:

- A clear view on what they are capable of and what is asked of them;
- Insight into the areas they can still develop;
- Space to learn and grow;
- The feeling of being taken seriously.

This way, the employee may be more fully appreciated in the organisation.

Benefits for job coaches and organisations

With help of new insights, the coach is able to:

- Transfer the employee more smoothly from external coaching to internal coaching and make better adjustments to this coaching trajectory;
- Better support and coach the employee at work;
- Create a better person-job fit.

How to sign up candidates for the MW©M?

Send an e-mail to fpn-ciao@maastrichtuniversity.nl and include the following:

- Your first name and surname;
- Your e-mail address (if different from the e-mail address used to send the e-mail);
- Your organisation;
- Your candidate's initials, e.g. a candidate called Jan van Schaik may be described as JvS.

Do you have any further questions?

Ask your question in an e-mail to fpn-ciao@maastrichtuniversity.nl

Appendix 4 Information for clients

Maastricht Work Capacity Monitor (MW©M)

In order to properly support you in your job, we ask you to complete questionnaires at set times. With your consent, we will ask a few people around you to complete questionnaires as well.

When should the questionnaires be completed?

The first questionnaire is typically completed before you start the job or within your first week of work. Questionnaire 2 should be completed eight weeks after the first measurement and questionnaire 3 14 weeks after the first measurement. If desired, the monitor may be extended by means of questionnaire 4 after six months and questionnaire 5 after a year.

Who complete questionnaires at those moments?

The first questionnaire will be completed by you, an important acquaintance (such as your partner, mentor, coach, or parent) and your workplace mentor¹⁰ or job coach.

The questionnaires that follow, will be completed by you, your workplace mentor and your supervisor¹¹ or job coach.

What are the questions about?

The first questionnaire consists of questions about how you behave and how you react to things. There are some questions about personal characteristics, your work and your job satisfaction as well.

The next questionnaires mainly deal with circumstances in your personal life, how you do your job and how you feel about your work and the coaching, support and circumstances at work.

How long does completing the questionnaire take?

Completing the questionnaire takes 15-30 minutes per questionnaire.

What are the benefits of completing the questionnaires?

Circa ten days after all questionnaires of a certain measuring moment have been completed, your job coach receives a report. Depending on how long you take part, there will be a total of three or five reports.

The reports offer insight into your personal characteristics, the development of your work capacity and your work behaviour.

Your job coach will discuss these reports with you.

Am I obliged to take part?

No, you are in no way obliged to take part; participation is voluntary.

What happens to my data?

The data are gathered anonymously by Maastricht University, making it impossible to recognise you. Maastricht University uses the data for research to further develop the monitoring instrument.

Do you have any further questions?

You may send an e-mail to fpn-ciao@maastrichtuniversity.nl

¹⁰ A workplace mentor serves as a primary contact at and about work. A workplace mentor may be a co-worker, a buddy, a mentor, a supervisor or, sometimes, a job coach, counsellor or activity therapist.

¹¹ A supervisor, here, is someone who is able to judge work performance and actual results well. The supervisor may be a head of department or a manager. One and the same person may complete both the work coach and supervisor questionnaires; however, this is not preferable, as this will provide fewer perspectives in the monitoring process.

Appendix 5 Example of a first report

Report 1 MW©M

Reference ORG_KS_MR
Contact Karin Smit, labour professional

Organisation reference_initials
of labour professionals_initials
of candidate

This is a report of the MW©M-questionnaire completed by you, a personal acquaintance and your workplace mentor.

The report consists of five parts:

- Part A describes your personal characteristics;
- Part B describes your work capacity;
- Part C describes your work behaviour;
- Part D describes the circumstances of your work and job satisfaction;
- Part E contains a layout for a personal development plan.

There are also some appendices; they illustrate the outcomes in parts A, B and C.

Discuss this report with your job coach, preferably with your workplace mentor also present.

Part A. Personal characteristics

In the next table, you may find your strengths. These strengths are **determined by your own score**.

Strengths
<ul style="list-style-type: none"> • I am persistent

Appendix 1 illustrates your strengths and, if necessary, areas that could use some attention.

The next table shows the areas that you and your personal acquaintance disagree on. You might think you're better or worse at something than your personal acquaintance thinks you are. It might be helpful to have a look at these discrepancies, and discuss what might cause them.

If the table is empty, you agree in all areas.

I underestimate myself compared to my personal acquaintance's opinion of me regarding:	I overestimate myself compared to my personal acquaintance's opinion of me regarding:
Self-confidence	

The next table shows how you deal with stress and how that becomes apparent. Your strengths regarding coping with stress are mentioned in the table as well.

How do I think I deal with stress?	What does that mean?	Strengths
When I feel stressed, I try to take targeted action to prevent things from getting	When stressed, I try to take action purposefully.	<ul style="list-style-type: none"> • When I feel stressed or have a problem, I try to

worse or to prevent it from happening again.	I try to solve problems or take a lesson from previous experiences.	remember if I've had the same problem before and how I solved it.
How does my personal acquaintance think I deal with stress?	What does that mean?	<ul style="list-style-type: none"> • When I feel stressed or have a problem, I try to understand why. • When I feel stressed or have a problem, I ponder if it could be a learning experience.
When I feel stressed, I usually react in an emotional way.	When stressed, I usually don't take purposeful action. I don't really know how to solve problems or take lessons from previous experiences.	

The next table describes your personal circumstances.

Personal circumstances	
<p>Are there any problems in your personal or work life that could influence your performance?</p> <p>If the answer is yes, you may not be able to execute your work optimally. Please discuss these problems with your job coach.</p>	Yes

Part B. Work capacity

The following tables provide insight into your work capacity. The division between the things you do well, adequately, and the things you could possibly improve is determined **by your workplace mentor's judgement**.

The next table shows your strengths.

What am I good at?
<ul style="list-style-type: none"> • Concentrating • Adapting to change

In the next table, you can find the things you do adequately.

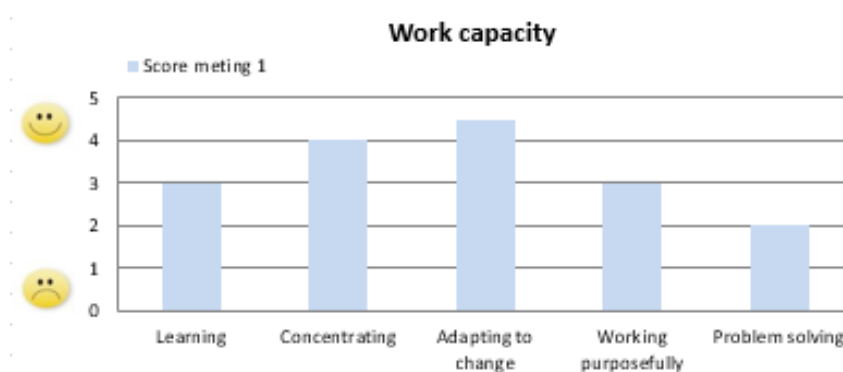
What do I do adequately?
<ul style="list-style-type: none"> • Learning • Planning and organising

The next table describes the areas you may want to develop.

What are areas I could possibly improve?
<ul style="list-style-type: none"> • Solving problems

Appendix 2 further illustrates these three areas.

The next graph shows your score regarding work capacity. This score is determined **by your workplace mentor's judgement**.



Graph 1. Work capacity

The next table shows the areas that you and your workplace mentor disagree on. You might think you're better or worse at something than your workplace mentor thinks you are. It might be helpful to have a look at these discrepancies, and discuss what might cause them. If the table is empty, you agree in all areas.

I underestimate myself compared to my workplace mentor's opinion of me regarding:	I overestimate myself compared to my workplace mentor's opinion of me regarding:
<ul style="list-style-type: none"> Working purposefully 	

Part C. Work behaviour

The following tables provide insight into your work behaviour. The division between the things you do well, adequately, and the things you could possibly improve is determined by your workplace mentor's judgement.

The next table shows your strong work behaviour.

What am I good at?
<ul style="list-style-type: none"> Honouring agreements Keeping up work pace Working precisely Accepting directions Looking presentable

In the next table, you can find the work behaviour you perform adequately.

What do I do adequately?
<ul style="list-style-type: none"> Social behaviour

The next table describes the areas you may want to develop.

What are areas I could possibly improve?
<ul style="list-style-type: none"> Dealing with criticism

Appendix 3 further illustrates these three areas.

The next graph shows your scores regarding work behaviour. This score *is determined by your workplace mentor's judgement*.



Graph 2. Work behaviour

The next table shows the areas that you and your workplace mentor disagree on. You might think you're better or worse at something than your workplace mentor think you are. It might be helpful to have a look at these discrepancies, and discuss what might cause them.
If the table is empty, you agree in all areas.

I underestimate myself compared to my workplace mentor's opinion of me regarding:	I overestimate myself compared to my workplace mentor's opinion of me regarding:
<ul style="list-style-type: none"> • Keeping up work pace • Working precisely • Looking presentable 	<ul style="list-style-type: none"> • Accepting directions

Part D. Contextual factors at work and (job) satisfaction

The next graph shows how you experience the guidance you receive at work and how your workplace mentor experiences it.



Graph 3. Guidance at work

The next graph shows your general satisfaction and your job satisfaction.



Graph 4. Satisfaction

Part E. Personal development plan

Choose three areas you would like to develop and set goals for them in consultation with, for instance, your job coach.

Discuss how you wish to develop these areas and what guidance or which means you need to achieve this. Note down the agreements in the table below.

Learning objective	How can I improve these areas?	What do I need to achieve this?
1.		
2.		
3.		

Appendix 1. Personal characteristics illustration

The following lists of strengths and areas to possibly develop were determined *by your own judgement*.

Strengths	How is this reflected in my behaviour?
I am persistent	<ul style="list-style-type: none"> • When something goes wrong the first time, I keep trying until I get it right. • I start working on a task even if I think it will be difficult. • I keep working on a task until I'm done, even if I don't like it. • Even if new things seem difficult to me, I start learning to do them.
Areas to possibly develop	How is this reflected in my behaviour?
I don't always work diligently and precisely	<ul style="list-style-type: none"> • I don't always prepare the things I have to do. • If I want to achieve something, I don't always do the best I can. • When I'm working on something, I don't pay much attention to the little details. • I don't always work precisely. • I don't think before I react.
I'm not very self-confident	<ul style="list-style-type: none"> • When I really want something, I'm scared I can't do it. • It is difficult for me to deal with problems in my life. • Unexpected problems throw me off. • I am insecure.

Appendix 2. Illustration of strengths, weaknesses and possible areas to develop regarding work capacity

The division between your strengths, the things you are able to do adequately, and possible areas to develop, is determined by your workplace mentor's judgement.

Strengths	How is this reflected in my behaviour?
Concentrating	<ul style="list-style-type: none"> I am not easily distracted. When I get distracted, I can concentrate on my work again soon after.
Adapting to change	<ul style="list-style-type: none"> I can still execute my work well if changes happen at work. It's no problem for me if I am given a different task when I'm already working on something.

Areas to possibly develop	How is this reflected in my behaviour?
Learning	<ul style="list-style-type: none"> Sometimes, I don't know what to do after someone explains to me how to do something. Sometimes, I don't know what to do after someone shows me how to do something. Sometimes, I don't know how to execute a new task even after I've done it myself. Sometimes, I can't really remember how to do something.
Working purposefully	<ul style="list-style-type: none"> I don't always lay out all the things I need before I start to work. I don't always check if I've done my work the right way. I don't always correct my mistakes. I don't always know which task is most important. When I've completed my work, I sometimes wait for someone else to give me new tasks.

Areas to develop	How is this reflected in my behaviour?
Solving problems	<ul style="list-style-type: none"> I often find it hard to solve known issues in my work on my own. I often find it hard to solve new issues in my work on my own.

Appendix 3. Illustration of strengths, weaknesses and possible areas to develop regarding work behaviour

The division between your strengths, the things you are able to do adequately, and possible areas to develop, is determined **by your workplace mentor's judgement**.

Strengths	How is this reflected in my behaviour?
Honouring agreements	<ul style="list-style-type: none"> • I arrive on time. • I honour the rules and agreements. • I am present at work according to agreements.
Keeping up work pace	<ul style="list-style-type: none"> • I work just as quickly as others. • I can work quicker without making mistakes. • I can keep up my work pace. • I work just as well when I'm under pressure.
Working precisely	<ul style="list-style-type: none"> • I work precisely. • I don't skip anything. • I handle equipment, tools and gear carefully.
Accepting directions	<ul style="list-style-type: none"> • I perform the tasks that my workplace mentor gives me.
Looking presentable	<ul style="list-style-type: none"> • My appearance is well-kept. • My clothing fits my job.

Things I'm are able to do adequately ¹²	How is this reflected in my behaviour?
Social behaviour	<ul style="list-style-type: none"> • When I talk to someone, I don't always look them in the eye. • I don't always pay attention when listening to others. • I don't always discuss with colleagues how we could plan our work better. • I don't always ask questions if I don't understand something.

Areas to possibly develop	How is this reflected in my behaviour?
Dealing with criticism	<ul style="list-style-type: none"> • If someone critiques my work, I don't usually react in a calm and respectful way. • If my coach explains how I can improve something, I don't always do my best to improve it.

¹² Hier liep ik ook tegenaan: de tekst in de tabellen zijn helemaal niet consequent

Appendix 6 Example of a progress report

Report 4 MW©M

Reference ORG_KS_MR
Contact Karin Smit, labour professional

Organisation reference_initials
of labour professionals_initials
of candidate

This is a report of the MW©M-questionnaire completed by you, your workplace mentor and your supervisor.

The report consists of four parts:

- Part A describes your work capacity;
- Part B describes your work behaviour;
- Part C describes the circumstances of your work, job satisfaction and task performance;
- Part D contains a layout for a personal development plan, which you may complete with your job coach to achieve further development regarding your work.

There are also some appendices that illustrate the outcomes in parts A and B.

Discuss this report with your job coach, preferably with your workplace mentor also present.

Part A. Work capacity

The following tables provide insight into your work capacity. The division between the things you do well, adequately, and things you could possibly improve is determined by your workplace mentor's judgement.

The next table shows your strengths.

What am I good at?
<ul style="list-style-type: none"> • Learning • Concentrating

In the next table, you can find the things you do adequately.

What do I do adequately?
<ul style="list-style-type: none"> • Adapting to change • Planning and organising

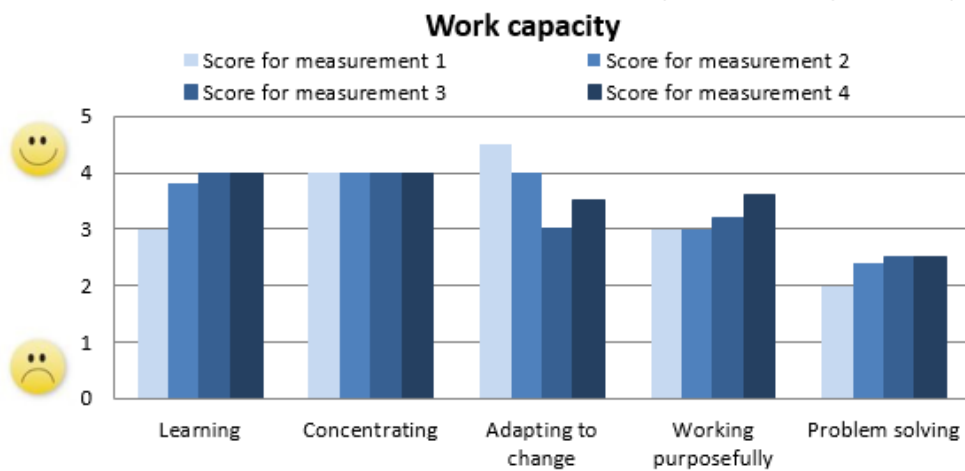
The next table describes the areas you may want to develop.

What are possible areas to develop?
<ul style="list-style-type: none"> • Solving problems

Appendix 1 further illustrates these three areas.

The next graph shows your score regarding work capacity. This score **is determined by your workplace mentor's judgement**. Each area consists of four bars. The first bar shows your first score, the second

bar shows your second score, the third bar shows your third score and the fourth bar shows your current work capacity.



Graph 1. Work capacity

The next table shows the areas that you and your workplace mentor disagree on. You might think you're better or worse at something than your work coach thinks you are. It might be helpful to have a look at these discrepancies, and discuss what might cause them.

If the table is empty, you agree in all areas.

I underestimate myself compared to my workplace mentor's opinion of me regarding:	I overestimate myself compared to my workplace mentor's opinion of me regarding:
<ul style="list-style-type: none"> • Learning • Concentrating • Adapting to change • Working purposefully 	

Part B. Work behaviour

The following tables provide insight into your work behaviour. The division between the things you do well, adequately, and things you could possibly improve is determined by your work coach's judgement.

The next table shows your strong work behaviour.

What am I good at?
<ul style="list-style-type: none"> Honouring agreements Working precisely

In the next table, you can find the work behaviour you perform adequately.

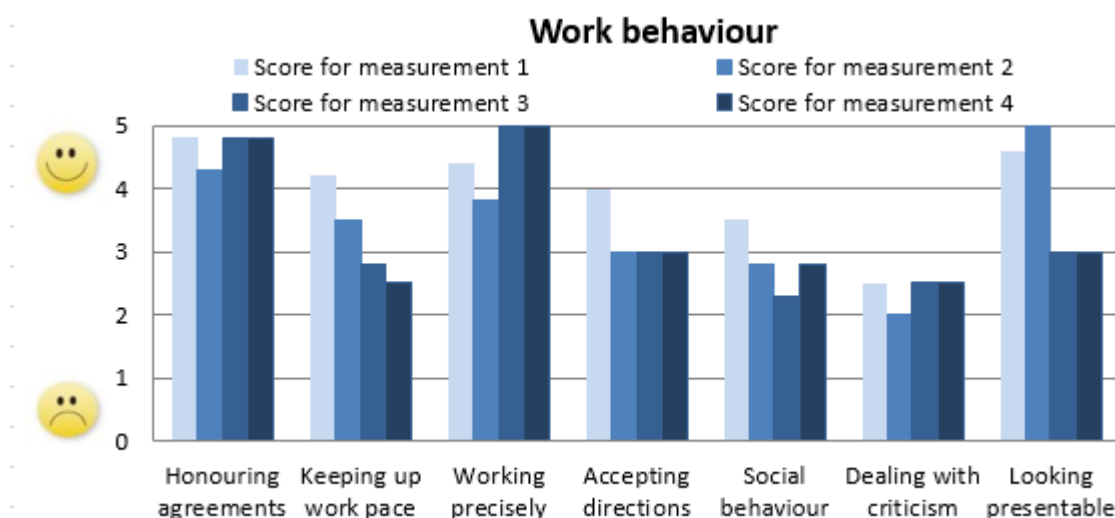
What do I do adequately?
<ul style="list-style-type: none"> Accepting directions Looking presentable

The next table describes the areas you may want to develop.

What are possible areas to develop?
<ul style="list-style-type: none"> Keeping up work pace Social behaviour Dealing with criticism

Appendix 2 further illustrates these three areas.

The next graph shows your score when it comes to work behaviour. This score is determined **by your workplace mentor's judgement**. Each area consists of four bars. The first bar shows your first score, the second bar shows your second score, the third bar shows your third score and the fourth bar shows your current work capacity.



Graph 2. Work behaviour

The next table shows the areas that you and your workplace mentor disagree on. You might think you're better or worse at something than your work coach thinks you are. It might be helpful to have a look at these discrepancies, and discuss what might cause them.

If the table is empty, you agree in all areas.

I underestimate myself compared to my workplace mentor's opinion of me regarding:	I overestimate myself compared to my workplace mentor's opinion of me regarding:
<ul style="list-style-type: none"> • Working precisely • Social behaviour 	<ul style="list-style-type: none"> • Accepting directions

Part C. Contextual factors, job satisfaction and task performance

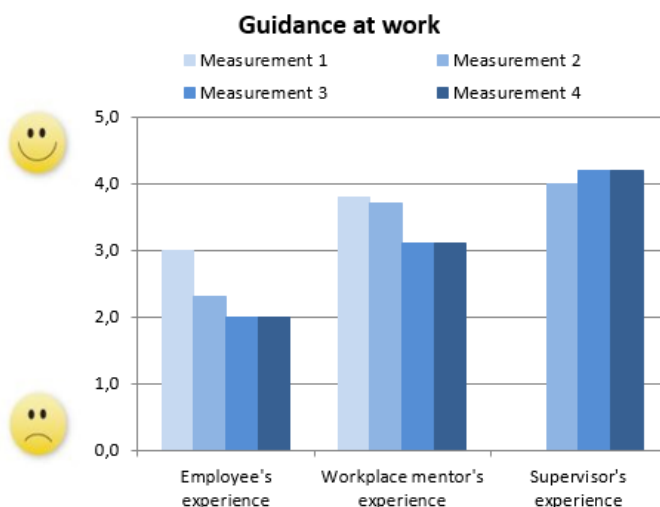
The next table describes your personal circumstances.

Personal circumstances	
Are there any problems in your personal or work life that could influence your performance at work? If the answer is yes, you may not be able to execute your work optimally. Please discuss these problems with your job coach.	No

The next table shows if there have been any changes regarding your work.

Changes regarding work	
Have things changed regarding your work according to you?	No
If yes, what has changed?	
Have things changed regarding your work according to your workplace mentor?	No

The following graph shows how you, your work coach and your supervisor experience the guidance you receive at work.



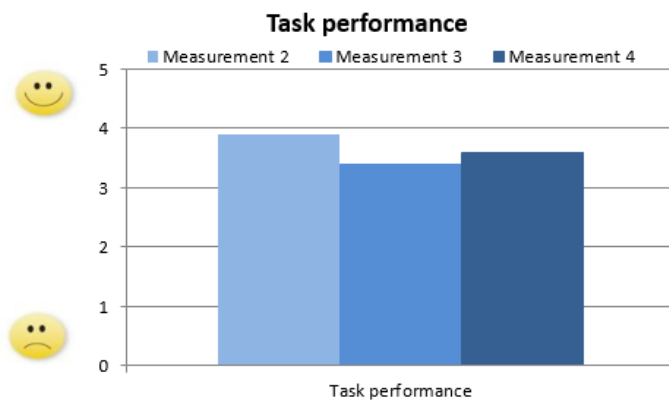
Graph 1. Guidance at work

The next graph indicates how well-accepted by your colleagues you feel and how satisfied you feel both in general and regarding your job.



Graph 2. Satisfaction

The next graph indicates your supervisor's judgement of your task performance.



Graph 3. Task performance

Part D. Personal development plan

If everything went right, you wrote down agreements regarding areas to develop with your job coach and possibly your workplace mentor after discussing the previous report. Write down the goals you've reached in the table below.

Reached goals
1.
2.
3.

Along with your job coach and possibly your workplace mentor, set new goals regarding areas you could develop, if necessary. Discuss how you wish to develop these areas and what guidance or which means you need to achieve this. Note down the agreements in the table below.

Learning objective	How can I improve these areas?	What do I need to achieve this?
1.		
2.		
3.		

Appendix 1. Illustration of strengths, weaknesses and possible areas to develop regarding work capacity

The division between your strengths, the things you are able to do adequately, and your areas to develop, is determined by your work coach's judgement.

Strengths	How is this reflected in my behaviour?
Learning	<ul style="list-style-type: none"> • I know what to do after someone explains to me how to do something. • I know what to do after someone shows me how to do something. • I know how to execute a new task after I've done it myself. • I am able to remember how to do something.
Concentrating	<ul style="list-style-type: none"> • I am not easily distracted. • When I get distracted, I can concentrate on my work again soon after.

Possible areas to develop	How is this reflected in my behaviour?
Adapting to changes	<ul style="list-style-type: none"> • Sometimes, it's hard to continue to execute my work well if something changes at work.
Working purposefully	<ul style="list-style-type: none"> • I don't always lay out all the things I need before I start to work. • I don't always know which task is most important. • When I've completed my work, I sometimes wait for someone else to give me new tasks.

Areas to develop	How is this reflected in my behaviour?
Solving problems	<ul style="list-style-type: none"> • I often find it hard to solve known issues in my work on my own. • I often find it hard to solve new issues in my work on my own.

Appendix 2. Illustration of strengths, weaknesses and possible areas to develop regarding work behaviour

The division between your strengths, the things you are able to do adequately, and your areas to develop, is determined by your work coach's judgement.

Strengths	How is this reflected in my behaviour?
Honouring agreements	<ul style="list-style-type: none"> • I arrive on time. • I honour the rules and agreements. • I am present at work according to agreements.
Working precisely	<ul style="list-style-type: none"> • I work precisely. • I don't skip anything. • I handle equipment, tools and gear carefully.

Possible areas to develop	How is this reflected in my behaviour?
Accepting directions	<ul style="list-style-type: none"> • I don't execute all tasks that my workplace mentor gives me.
Looking presentable	<ul style="list-style-type: none"> • My appearance is not always well-kept. • My clothing doesn't always fit my job.

Areas to develop	How is this reflected in my behaviour?
Keeping up work pace	<ul style="list-style-type: none"> • I often work slower than others. • I often can't keep up my work pace. • I have trouble doing a good job when I'm under pressure.
Social behaviour	<ul style="list-style-type: none"> • When I talk to someone, I don't always look them in the eye. • I don't always pay attention when listening to others. • I usually don't discuss with colleagues how we could plan our work better. • I don't stand up for myself in a calm and clear manner. • I don't ask questions if I don't understand something.
Dealing with criticism	<ul style="list-style-type: none"> • If someone critiques my work, I don't always react in a calm and respectful way.

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[Eindnoot:

Door het document heen wordt geen consequent taalgebruik gehanteerd, bijvoorbeeld in de voorbeelden van rapportages; de kleuren in de tabellen zijn ook niet heel consequent, net als of er bijvoorbeeld wel of niet tekst onder staat; de tekstgrootte was af en toe ook verwarrend]